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ABSTRACT

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of where and how people live. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. The book features ready-to-use theme-oriented units that integrate the language arts across the science and social science curricula. After an introduction, units in the book are: "Hidden Treasures" (dealing with map study and solving mysteries); "Our Cities and Towns" (in which students research their own cities or towns); "The A-Maizing First Americans" (dealing with Native Americans); and "Awesome Aussies Down Under" (focusing on Australia). Appendixes describe how to create a learning center in the classroom, how to create bulletin boards and file folders, and how to create a book. (Contains a 49-item glossary and 10 teacher resources.) (RS)

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LANGUAGE ARTS AROUND THE WORLD

CROSS-CURRICULAR ACTIVITIES FOR GRADES 4–6

WHERE AND HOW PEOPLE LIVE

- WHERE IS THE TREASURE HIDDEN?
- CITIES AND TOWNS AROUND US
- THE A-MAIZING FIRST AMERICANS
- AWESOME AUSSIES DOWN UNDER

ELIZABETH A. MCALLISTER
JOAN M. HILDEBRAND
JOANN H. ERICSON

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CS 217 100

Language Arts Around the World

WHERE AND HOW PEOPLE LIVE

by
Elizabeth McAllister
Joan M. Hildebrand,
Joann H. Ericson

ERIC Clearinghouse on Reading, English, and Communication

and

The Family Learning Association

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Introduction

Cross-Curricular Theme Units

This book presents instructional units on themes typically taught in the elementary grades. Cross-curricular, multi-faceted learning is at the heart of these units.

Though the topics focus on science, math, social studies or literature, we use language arts skills consistently in each unit. Listening, speaking, reading, and writing activities show children that no matter what content they learn, they will increase their effectiveness through the communication skills that lead them through these units of study.

Encourage your students to discover through play and observation, then to share ideas and surprises with you or with other students. We remind you to integrate all of the language arts while students watch their guinea pig or follow the progress of a box turtle.

Writing should be a significant part of every unit. Take dictation from non-writing students, to show them how to act like a writer. Have students regularly write their own books, make picture books, and write the text that will help them share their knowledge.

Each unit in this series uses as many frames of mind or intelligences as possible. Howard Gardner (Multiple Intelligences, 1993) lists seven frames of mind and the activities that work with them:

- Literary: stories, poems, rhymes;
- Logical-mathematical: numbers, counting, graphing, logic;
- Bodily-kinesthetic: physical activity, games, acting-out;
- Visual/spatial: art, theatre, reading, writing, producing;
- Musical: songs, rhythm, listening, instruments;
- Interpersonal sociological connection to others: speaking, listening, sharing;
- Intrapersonal psychological connection with one's self: reflection, metacognition, feelings, and internal discourse.

Give your students a chance to express themselves across this range of intelligences by following the guidelines in each unit.

How to Use These Theme Units

This book offers you:

- Ready-to-use theme-oriented units that integrate the language arts across the science and social science curricula;
- Ways to connect the units meaningfully with a required curriculum;

- Unit goals that focus your day on enjoyable student-centered experiences;
- stimulating "grabbers" from children's literature, which will elicit child involvement;
- sample questions to pose about the readings;
- a wealth of resources that can lead you wherever your particular situation demands.

This book also gives you many choices for expanding each unit theme into a cross-curricular learning adventure. So you can readily:

- use the Appendices to create multimedia learning centers featuring a computer, audiotapes, library books, and an area for writing and artwork;
- find ways to build on children's prior knowledge, thus reinforcing their confidence for further explorations;
- develop more learning strategies from the springboard of these units.

The units in each volume work well together for an extended exploration of the volume topic. Or you may use them separately and independently. In either case, you have the opportunity to expand your students' vocabulary, knowledge, and skill. Speaking of vocabulary, in Appendix C you will find a Glossary that defines our use of terms. Several other Appendices give you more detail on the activities cited in these lessons. After selecting an instructional unit and pulling together the necessary materials, we suggest the following procedure:

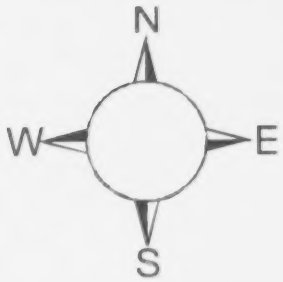
1. Read or paraphrase Part IV, the Introductory Narrative.
2. Ask your students to share their knowledge on the topic.
3. Read the book recommended in Part V. 2., to enrich the students' understanding of the theme.
4. From the options listed, select the activities that will best involve your students. You may want to ask the children to select the activities that suit them.
5. Toward the end of your study, you may choose any or all of the activity pages to reinforce the knowledge or skills that you are highlighting.

You may reproduce and distribute the Activity pages as you need them. You may also want to distribute the Introductory Narrative, so your students can read along or read it independently.

We suggest that you build learning centers with artifacts, books, games, activity sheets, illustrations, and other materials that expand and enhance the theme of each unit. You can find ideas for learning centers in the Appendix.

Creative minds will find numerous ways to turn these units into delightful and profitable learning experiences.

Where Is The Treasure Hidden?



I. Introduction

This unit introduces students to map study by solving mysteries and helping them to construct their own maps. They are likely to find something intriguing, even haunting, about finding treasures.

Many of the fiction books in Part VIII create the interest that will keep students involved in this study. Though the books may not include maps, the class or student partners can create imaginary maps from details in the stories.

II. Targeted Ideas

- Many different kinds of maps exist.
- Each map has a specific purpose.
- Each map uses special symbols.
- The rose on a map is not a flower.
- Many occupations use maps.
- Maps show crucial geographic features.

III. Making Connections

Since maps represent locations and places, another unit in this volume links well with this one. Unit #2, "All Around Us" pursues city and town locations.

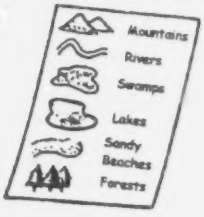
IV. The Unit Theme: An Introductory Narrative To Read To Students

Making Maps

Did you ever wonder how pirates could hide their gold, and then come back years later and find it? Probably they made a map of the area where they buried or hid the gold.

Making a map means a lot more than simply drawing a picture. Cartographers, or map makers, must look closely at everything around the land they map. They must identify special landmarks, such as unusual terrain, lakes, streams, hills, mountains, beaches, rock formations, trees, deserts, and any other noted observations.

Map making can be very interesting and a lot of fun. We are going to make maps and use them too. A map isn't just for the purpose of having a picture. It must have a scale, the distance of miles per inch on the map. This scale helps you read the map, showing exactly how far you must go to get to a certain point.

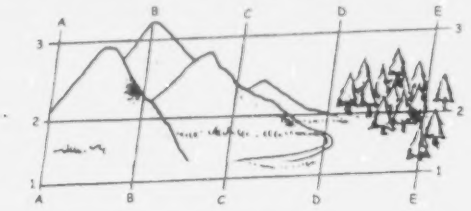


How do you know what to draw, to show the different landmarks? That is your choice. You decide what symbols you want to use. Then you stick with them. You draw a key, or legend in one corner of the map, so others can read it too. The key must label all your symbols for easy use. The key is like a table of contents in a book. You can read the map by first looking at the key, to see exactly what you will find there. If your map has a bear cave, your symbol could be a cave with a bear outside. Your rivers could show fish in the water. You can be as creative as an artist when making a map.

How to Read Maps

The map reader needs to hold the map the right way. That means the top of the map should be North. The bottom will be South; the left edge: West; and the right edge: East. To make sure the map is read correctly, draw a compass rose showing these directions on the map.

Different colors show where the land slopes, or makes hills and mountains. Map makers draw the colors along contour lines. These lines give the map a sense of depth or height. If you do not use color along contour lines, you must be sure to draw a mountain where the land begins to climb.



After drawing your map, you can add lines, top-to-bottom and side-to-side to make a grid. You mark the horizontal lines with letters, and the vertical lines with numerals. That way, anyone can find an exact spot if you give the directions to go to E3. The reader will find the E line and the 3 line, and follow the lines to where they meet. That is the exact spot. That's how pirates would know exactly how far to go in each direction, to find their buried treasure.

Let's see if we can solve a mystery and learn to read maps at the same time. You can create your own mystery with a map, to see if anyone else can find your secret treasure. Here we go!

V. How To Use The Theme: Procedures For Demonstrating Its Functions And Involving Students

1. Sample Questions To Pose About The Narrative

These questions are just a start; they may lead you to develop others that will help children focus on the essential information in this unit.

- What common characteristics do maps share?
- What identifying features do they have?
- What are some geographical features shown on maps?
- How do maps depict these features?
- How does a map legend help the user?
- How can users gather data from maps?

2. Listening To Literature: A Sample Text And How To Use It

Carris, Joan. *A Ghost of a Chance*

Punch and his friends spend a summer in Beaufort, N.C. looking for dolphins, hunting Blackbeard's buried treasure, and watching out for the famed pirate's ghost.

Read the whole book to the class. As you move through the plot, stop for student responses and activities. Have students make an enlarged copy of the map of Beaufort Inlet. You may use the map for reference throughout the story.

OPTIONS FOR STUDENTS' RESPONSES

After hearing each chapter, have students select a response activity:

- Illustrate a scene.
- On the map, track the travels of Skeeter, Punch, and Tom.
- Write a "reaction" journal. Assume one of the boys' viewpoints.
- Make a map of Shakleford Banks. Include an imaginary secret path to a treasure. Write a fantasy tale about your treasure.

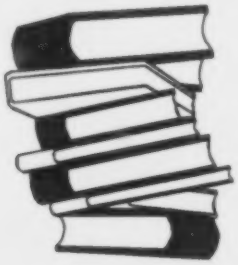
3. Science Demonstrations

- Study different types of soil in low-lying regions.
- Study different types of soil in mountainous regions.
- Study different rock formations in your region.
- Compare soil types on a Venn diagram.

4. Math Demonstrations

- Measure the distance between two locations on a local map.
- Using a treasure map, compute the distance to find the treasure.
- Compute the grid distances for a map that you have constructed.

5. More Books To Read



Byars, Betsy. ***Seven Treasure Hunts***

Two boys make up a series of treasure hunts for each other, with disastrous and hilarious results.

Leigh, Susannah. ***The Haunted Tower***

A group of children follow the clues to answer the mysteries on Spectre's Isle, and locate a treasure on Swashbuckle's map.

Parish, Peggy. ***Pirate Island Adventure***

Three children vacationing on Pirate Island discover a long-lost family treasure in a hidden cave.

Stevenson, Robert Louis. ***Treasure Island*** (abridged)

While going through the possessions of a deceased guest who owed them money, the mistress of the inn and her son find a treasure map that leads them to a pirate's fortune.

VI. Related Language Arts Activities

1. Listening And Discussion

- Listen to *The Haunted Tower.* Follow the clues to the treasure.
- Listen to *Pirate Island Adventure.*
- Present skits that use a mural path map, as in Activity #5.
- Follow oral directions to a location.

2. Reading

- Read "Making Maps" in Part IV. to the class. Use large maps to explain the map terminology.
- Have them read mysteries about treasures.
- Have students take turns reading aloud sections of books that interest them.

3. Writing

- Write a story about a Mystery Island.
- Write the Department of Tourism, asking for local maps.
- Write cryptic notes to solve a mystery.
- Write a skit about a group following the cryptic notes to a hidden treasure.
- Write a mystery for your treasure hunt map. Leave clues along the way, so classmates can find the treasure. Share the mystery with the class.

VII. Related Extension Activities: Using Language Arts To Teach Social Science In Personal Or Small Group Work

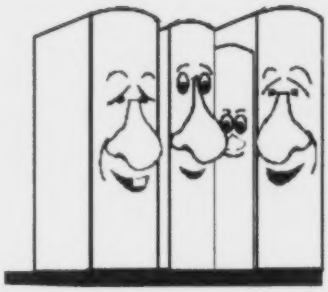
1. Individual And Team Projects

- Collect different kinds of maps. Compare the legends on each one.
- Compare ancient maps with current ones.
- Collect data from a State Product Map.
- Make a 3-D product map.
- Construct a landform map.
- Make an ad for a location on the map.
- Make a relief map of Mystery Island.
- Make a Travel Brochure for your mystery island.
- Make a map grid, as in Activity #4.
- Compare an aerial map with a city map.
- Develop a Map Jeopardy Game.
- Make a Map Terminology Concentration Game.
- Make a Map Crossword Puzzle.
- Make a map poster. Label the important areas on the map.

2. Class Field Trips

- Visit a local tourist attraction and talk about how you would make a map to it.
- Visit the local Department of Tourism, prepare questions to ask about how maps benefit tourists.

VIII. Trade Books



Nonfiction

Aten, Jerry. ***Maptime***
_____. ***Prime Time Maps***
Baynes, John. ***How Maps Are Made***
Broekel, Ray. ***Maps and Globes***
Carratello, John and Carratello, Patty. ***Beginning Map Skills***
Chapman, Gillian and Robson, Pam. ***Maps and Mazes: A First Guide to Mapmaking***
Graham, Alma. (Ed.). ***Basic Map Skills***
Hartman, Gail. ***As The Crow Flies: A First Book of Maps***
Lambert, David. ***Maps and Globes***
Lye, Keith. ***Measuring and Maps***
_____. ***The Complete Atlas of the World***
Morris, Scott. ***How to Read a Map***
Taylor, Barbara. ***Maps and Mapping***
Tivers, Jacqueline and Day, Michael. ***The Viking Children's World Atlas: An Introductory Atlas for Young People***
Weiss, Harvey. ***Maps: Getting from Here to There***

Fiction

Bellairs, John. ***The Treasure of Alpheus Winterborn***
Brouwer, Sigmund. ***Race for the Park Street Treasure***
Buller, Jon and Schade, Susan. ***Twenty-Thousand Baseball Cards under the Sea***
Byars, Betsy. ***The Seven Treasure Hunts***
Carris, Joan. ***A Ghost of a Chance***
Colby, C.B. ***World's Best Lost Treasure Stories***
Cobb, Annie. ***Squirrel's Treasure Hunt***
Gibbons, Gail. ***Sunken Treasure***
Hope, Laura Lee. ***The Secret of the Sunken Treasure***
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Leigh, Susannah. ***The Haunted Tower***
Masterman-Smith, Virginia. ***The Treasure Trap***
Mc Arthur, Nancy. ***The Adventure of the Buried Treasure***
Parish, Peggy. ***Key to the Treasure***
_____. ***Pirate Island Adventure***
Stevenson, Robert Louis. ***Treasure Island***
Stover, Marjorie. ***Midnight in the Dollhouse***
Warner, Gertrude C. ***The Haunted Cabin Mystery***
Werenko, Lisa. ***It Zwibble and the Hunt for the Rain Forest Treasure***

ACTIVITY 1

NAME _____

DIRECTIONS: Use the map below to get familiar with symbols used to show mountain ranges, forests, and the tropics.

TREE

MOUNTAIN

PALM TREE

READ the map to complete the sentences below.

1. The longest mountain range in North America is _____ .
2. Forests lie between Lake Superior and _____ Bay.
3. The mountain range on the east side of the United States is _____ .
4. There are _____ trees in Central America.

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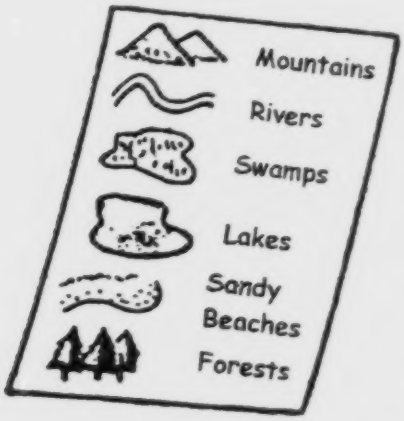
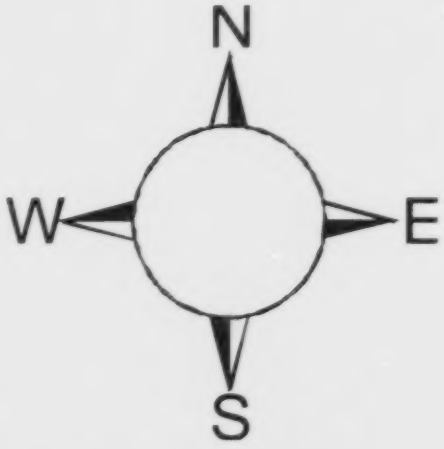
ACTIVITY 2

NAME _____

DIRECTIONS: On a large piece of bulletin board paper, use these symbols to make your own map. Include a compass rose to show North and South. Add a KEY, so anyone can understand your map.



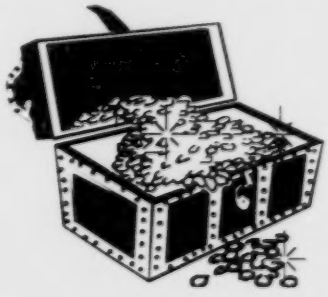
MAP KEY



COMPASS ROSE

MYSTERY TREASURE HUNT

Place a hidden treasure on your map. Write clues, using your map to get to the treasure. Be imaginative. What would you like to find in a hidden treasure? How did it get there? Why did you have to leave it until later? Make it a mystery.



ACTIVITY 3

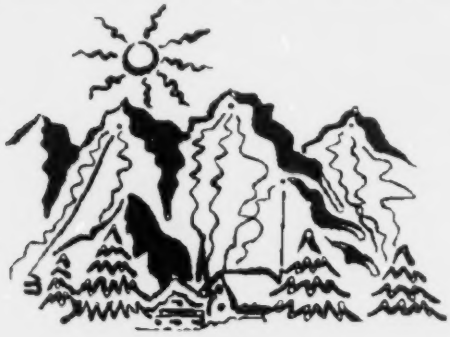
NAME _____

DIRECTIONS: Use the colors of cartographers to show different kinds of areas on your map in Activity 2.

COLOR KEY

COLOR	LANDFORM
dark green	forests, farmland, jungles
blue	water
brown	deserts
white	snow-capped mountains
tan	beaches
other	your choice

OTHER LANDFORM KEYS: SYMBOLS can represent different land forms. Use the pictures here and find some on your own to use in your map.



Mountains

Island

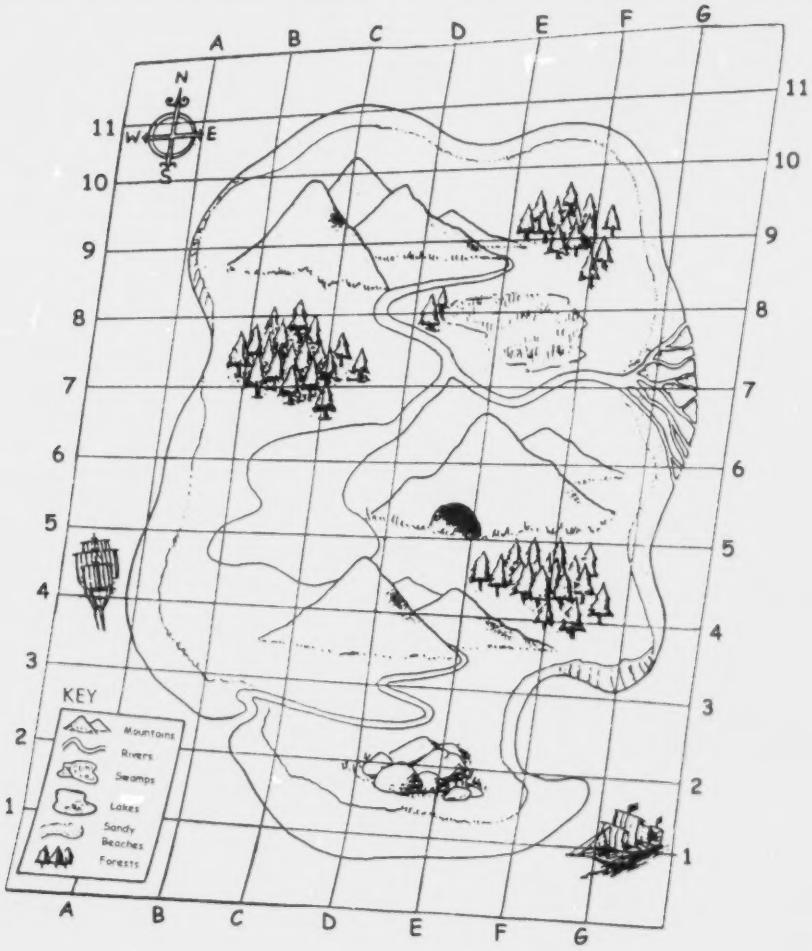
Desert

River

ACTIVITY 4

NAME _____

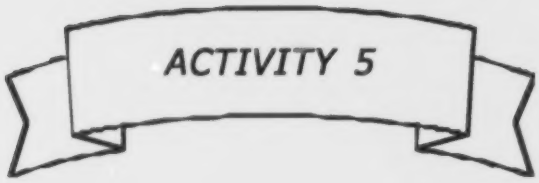
MAKING A MAP GRID: Add a grid to your map in Activity 2. Draw vertical lines equidistant from top to bottom and horizontal lines equidistant from left to right. Across the top, label each line A, B, C, D, etc. On the sides, from top to bottom, number the lines. Then write directions, using the grid to find your treasure. Use the Treasure Map as an example.



MAP CLUES:

1. Start at West 7. Travel East to B.
2. On B, travel South to 4 and turn East
3. On 4 East, travel to D and turn North.
   (***CLUE***: You will have to cross the mountains. Take proper gear.)
4. Traveling North on D, stop at point D5. Turn East.
5. Travel on 5 to E5. Do you see the cave?
   ENTER WITH CARE: What do you expect to find? Was the journey worth it?

WRITE A SKIT ABOUT YOUR JOURNEY: Use your map to enact your own story.



NAME _____

STEP ONE:
BOOK READING

Have your teacher read *The Haunted Tower* to you using an Opaque Projector, so you can see each page in detail and in color. Follow the clues to find Captain Swashbuckle's hidden treasure. There are many traps and adventures along the way.

STEP TWO:
CLASS MURAL PATH MAP

Form groups of students and get a long piece of bulletin board paper. As you go through the story, each group can help lay out a Path Map for hikers. Be sure to include booby traps, swamps, etc., to make the journey hazardous.

STEP THREE:
REWRITE THE END

Team up with one other student to make up your own ending, your own map, and your own message, to lead the reader to the hidden treasure.

STEP FOUR:
BIND MYSTERY TREASURE BOOKS

Each team of students can illustrate and complete the story as a book. Include Table of Contents and information about the Authors. Then share with other classes.

Suggestions For Teachers

Activity 1

1. Rocky Mountains
2. Hudson Bay
3. Appalachian Mountains
4. Palm trees

Activity 2

Supply large sheets of bulletin board paper, pens, crayons or colored chalk, and rulers. This activity encourages cooperation. Pairs can lead each mystery treasure hunt. The class must find the treasure by following their clues and map directions.

Activity 3

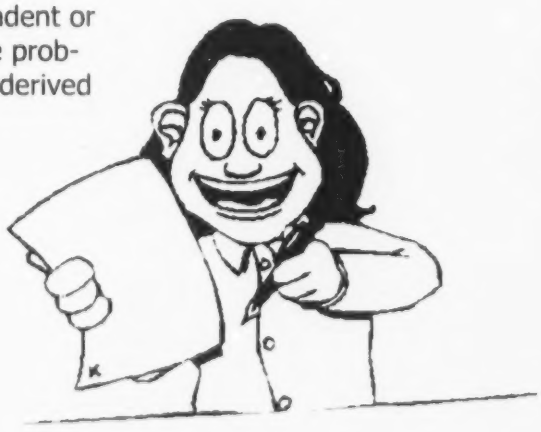
This activity extends Activity 2 by adding color clues to the map. It also mentions adding symbols. These can be simple line drawings that indicate a topographical feature. Here are a few suggestions you can make: valley, lake, bay, sand dune, etc.

Activity 4

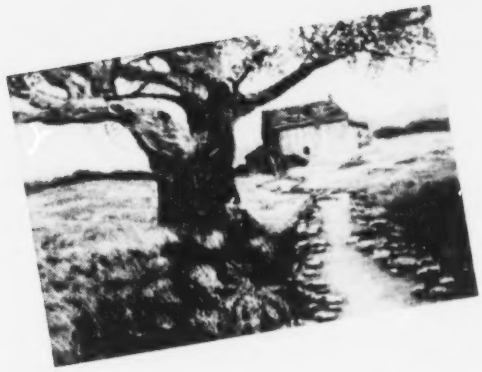
This activity further extends Activity 2 by adding a grid. Give each student a copy of the Sample Grid Map. With the class, follow the directions to find the cave. Next, have students add a grid to their own maps started in Activity 2. They will then write grid clues, so readers can locate their hidden treasures. Accept student individual or team stories and skits.

Activity 5

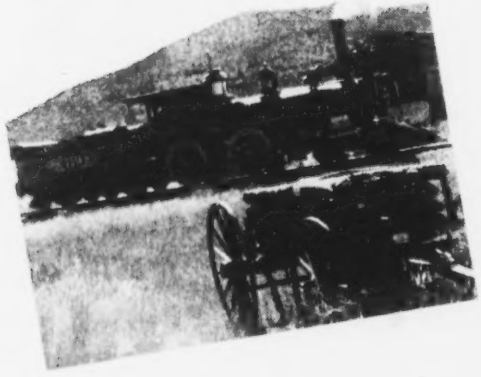
This class activity can expand into independent or team stories. Take a few days to work out the problems to Swashbuckle's treasure. The learning derived will be well worth the time spent.

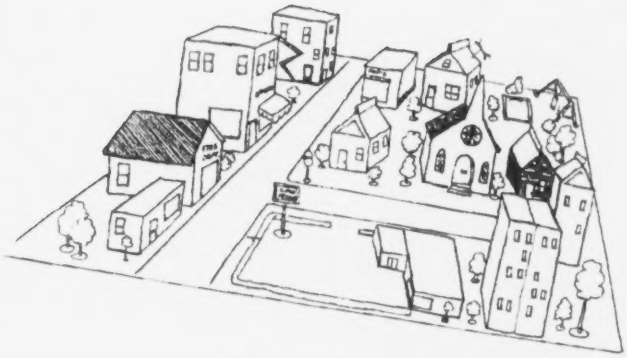


Adaptation: You may use this same activity with other mystery stories. *Pirate Island Adventure* provides a map of the island.



Our Cities and Towns





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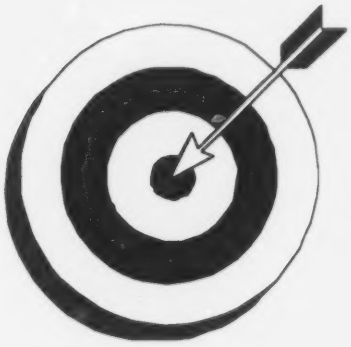
I. Introduction

Every city has its own history. Settlers chose its location because of their geographical and economic needs. In this unit students will learn why a city formed where it did. They will be able to research the history of their own city or town, and compare it to others nearby.

II. Targeted Ideas



- City and town locations depend on geographical features.
- These places grow as population needs grow.
- Geographical features influence people's choices of jobs and recreation.
- Cities and towns are constantly changing.

III. Making Connections

Students can study other chapters in this series with this unit. Chapter 1, "Where is the Treasure Hidden," treats maps and geographical features. Both Chapters 3 and 4, "Awesome Aussies Down Under" and "The A-Maizing First Americans" specify how Australians and Native Americans created their settlements.

IV. The Unit Theme: An Introductory Narrative To Read To Students

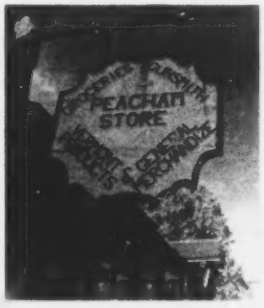
Did You Ever Wonder?

1 Did you ever wonder why you live where you are? Did you ever wonder how your city or town came to be where it is? Well, I did! I wonder about everything around us.

2 A long time ago my city used to be a small town. But before it became a town, Native Americans lived on this same land. They hunted, fished, and lived in tepees. When game became scarce, they left for other areas.

3 When the settlers from Europe arrived here, they cleared the land for farms, building small villages. They needed plenty of land to raise cattle and grow crops. But they needed streams too. They needed water to drink, both for themselves and their livestock. Without roads, they needed water to travel on, to bring products to other settlers. If these people wanted to visit other farms, they had to travel on horseback or walk on narrow woodland paths.

4 Settlers needed stores and craftsmen. So they built roads for coaches and wagons. Then they could travel from town to town on these roads, which simplified communication with others and selling crafts and goods in other towns.



5 Towns that started on the coast grew by trading with England. Ship builders on the coast shipped cargo across the ocean. Traders also used other waterways: the rivers running to the shore. Workers dug canals, so they could use barges to pull freight from town to town. They used horses or mules to pull these barges.

6 Factories, like cotton mills and foundries, arose to supply needed products. Because these factories needed workers for these mills, foundries, and factories, their owners built mill towns beside them.

7 Later towns grew into cities. Then people began to move away from the newly crowded areas They needed transportation, for farmers to move their cattle and wheat. So people built railroads, and towns grew up beside them.

8 The town where I live has a wide river running into the bay. Along the river we have factories that use huge freight ships to carry their products. Trains come right up to the factories from the land side. So we seem to be here because of the river and the railroad. Every town or city has such reasons for its location.

9 Where do you live? Why is your town or city there? See if you can find out about this history of your city. It can be fascinating to learn about why and how your place developed where it is.

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V. How To Use The Theme: Procedures For Demonstrating Its Functions And Involving Students

1. Sample Questions To Pose About The Narrative

These questions are just a start; they may inspire others that will help students focus well on the essential information in this unit.

- What geographical features characterize your city or town?
- What industries does your city or town have?
- Why does your family live there?
- How does your city or town differ from others?
- How is your city or town changing?

2. Listening To Literature: A Sample Text And How To Use It

Gregor, Arthur S. ***How The World's First Cities Began***

The story of the first cities' long, gradual development, and the emergence of civilization.

Read the book aloud to the class. Discuss Chapters 4 - 9: The Beginning of Cities, the Plan of the City, In the Marketplace, The People in the City. List facts on chart paper. You can also supply five copies of Royston's *Cities 2000*. Divide the class into five groups.

OPTIONS FOR STUDENTS' RESPONSES

GROUP 1: Read "What is a City?" Write and present a skit to share the information.

GROUP 2: Read "Planning the City." Make a fact book describing and illustrating city design, zoning, and green belts.

GROUP 3: Read "Living in the City" and "Working in the City." Write a story on those topics to read to the class.

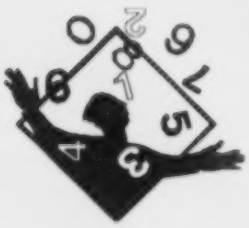
GROUP 4: Read "On the Road" and "Off the Road." Write a newspaper article that tells about transportation needs in the city.

GROUP 5: Read "2000 and Beyond." Tape an oral report describing cities in the future.

3. Science Demonstrations

- Investigate weather history of your city. Chart the highs and lows for several months.
- Choose another city in your state. Investigate the weather patterns in that city. Compare the average temperatures on a Venn diagram.
- Study climates in different regions of your state. How do the different climates affect the lives of people living in each region?
- Investigate the levels of rainfall for the last year.

4. Math Demonstrations



- Make a line graph to record rainfall data.
- Make a graph to show the population growth in your city.
- Use various measuring tools to construct the layout of a model city.

5. More Books To Read

Fox, Paula. ***Maurice's Room***

Depicts family life in the city.

Porte, Barbara Ann. ***Taxicab Tales***

Daddy regales his loving family with stories about the colorful passengers he picks up in his taxicab.

Royston, Robert. ***Cities 2000***

Examines the history, growth, preservation, and planning of cities, and predicts what life will be like in the city of the future.

Shaffer, Carolyn and Fielder, Erica. ***City Safaris***

A Sierra Club explorers' guide to urban adventures for grown-ups and kids.

VI. Related Language Arts Activities

1. Listening And Discussion

- Listen to the radio for ads about businesses in your city.
- Give oral directions to attractions in or near your city.
- Interview a resident for an oral history of your city. Tape the interview to play to the class.
- Interview a taxicab driver about his/her experiences.
- Interview a realtor about city growth.
- Interview a City Planner.
- Display numerous pictures of cities from many locations. Students may comment on city/town scenes and surrounding landscapes. They can discuss the similarities and differences among the pictures. List students' statements on the board.

2. Reading

- Read several books about different cities. Discuss students' reactions in small groups.
- Collect and read newspaper articles about city businesses.

3. Writing

- Using information from the books you have read, write a narrative for a video presentation.
- Record an oral history of your city or town.
- Write a story about the history of your town.
- Write a narrative for a Video News Release about your town.
- Write directions to an attraction in your town. Show a town map while reading the directions to the class. Can they find the attraction?

VII. Related Extension Activities: Using Language Arts To Teach Social Science In Personal Or Small Group Work

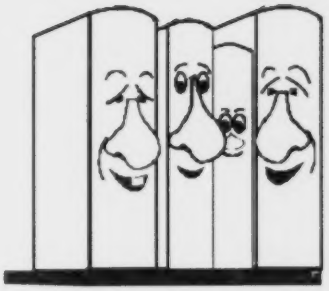
1. Individual And Team Projects

- Make a time-line about city/town development in your area.
- Study a sister-city. Compare it to your city.
- Construct a flow chart of growth changes in your city/town.
- Build a model city/town. See directions for Box City, USA.
- Design your own make-believe city or town. Write a history about it.
- Make a tourist video of city attractions.
- Build an "ideal city" diorama.
- Take pictures of areas in that city. Make a City Picture Book.
- Choose a scene from a book about towns. Make a diorama of that scene.
- Make a diorama of a typical scene in your town.

2. Class Field Trips

- Visit the Office of City Planning.
- Visit City or Town Hall.
- Visit the Mayor's office.

VIII. Trade Books



Nonfiction

Antoniou, Jim. ***Cities Then and Now.***
De Camp, L. Sprague. ***Great Cities of the Ancient World***
Ewing, Juliana. ***Our Field***
Gregor, Arthur. ***How the World's First Cities Began***
Herberman, Etha. ***The City Kid's Field Guide***
Kalman, Bobbie. ***Early City Life***
_____. ***Visiting a Village***
Moorcraft, Colin. ***Homes and Cities***
Provensen, Alice. ***Town and Country***
Royston, Robert. ***Cities 2000***
Shaffer, Carolyn and Fielder, Erica. ***City Safaris***
Von Tscharner, Renata and Fleming, Ronald. ***New Providence: A Changing Cityscape***
Whyte, William. ***City: Rediscovering the Center***

Fiction

Asch, Frank and Vagin, Vladimir. ***Dear Brother***
Berends, Polly B. ***The Case of the Elevator Duck***
Buehner, Caralyn and Mark. ***The Escape of Marvin the Ape***
Cunningham, Linda. ***The Copper Angel of Piper's Mill and How She Saved the Town***
Fox, Paula. ***Maurice's Room***
_____. ***The Village by the Sea***
Greenfield, Eloise. ***Night on Neighborhood Street***
Lorenz, Lee. ***A Weekend in the City***
Murphy, Shirley R. ***Mrs. Tortino's Return to the Sun***
Panova, Vera. ***On Faraway Street*** (adapted by Anne Terry)
Porte, Barbara A. ***Taxicab Tales***
Priest, Robert. ***The Town that Got Out of Town***

ACTIVITY 1

NAME _____

BACK THEN....

What did the settlers from Europe have to do? Look at Paragraph #3 for the answer. What did they need, and why?

LOG RECORD:

_____

_____

_____

_____

_____

_____

_____

_____

_____

LOOK AT THE SCENE BELOW. What do you see? Pretend this farmhouse is the first building of what will become a new town. Make a DIORAMA OF THIS SCENE.

ACTIVITY 2

NAME _____

BACK THEN... There were gristmills along streams. These mills ground grain into flour. There were sawmills where logs were cut into lumber to build houses, churches, and shops. Why do you think they were on the stream?

LOG RECORD:

_____

_____

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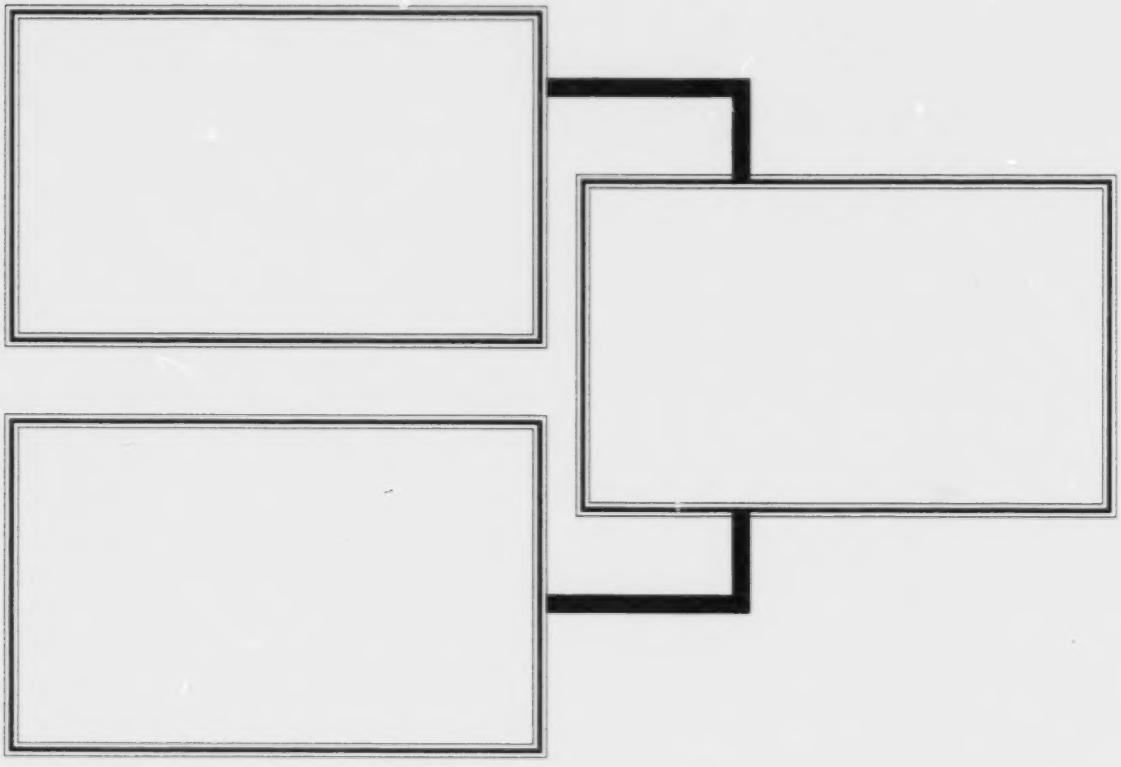
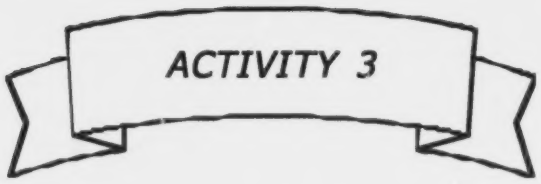
_____

_____

TIME-LINE MURAL:

Begin a long time-line mural on a wall. Add scenes of the changing landscape as you learn about how settlements and cities developed.





NAME _____

BACK THEN...

Why did people dig canals? How did they use them? Why were horses and mules important to canal usage? Find your answers in the Unit Theme, Paragraph #5.

LOG RECORD:

_____

_____

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_____

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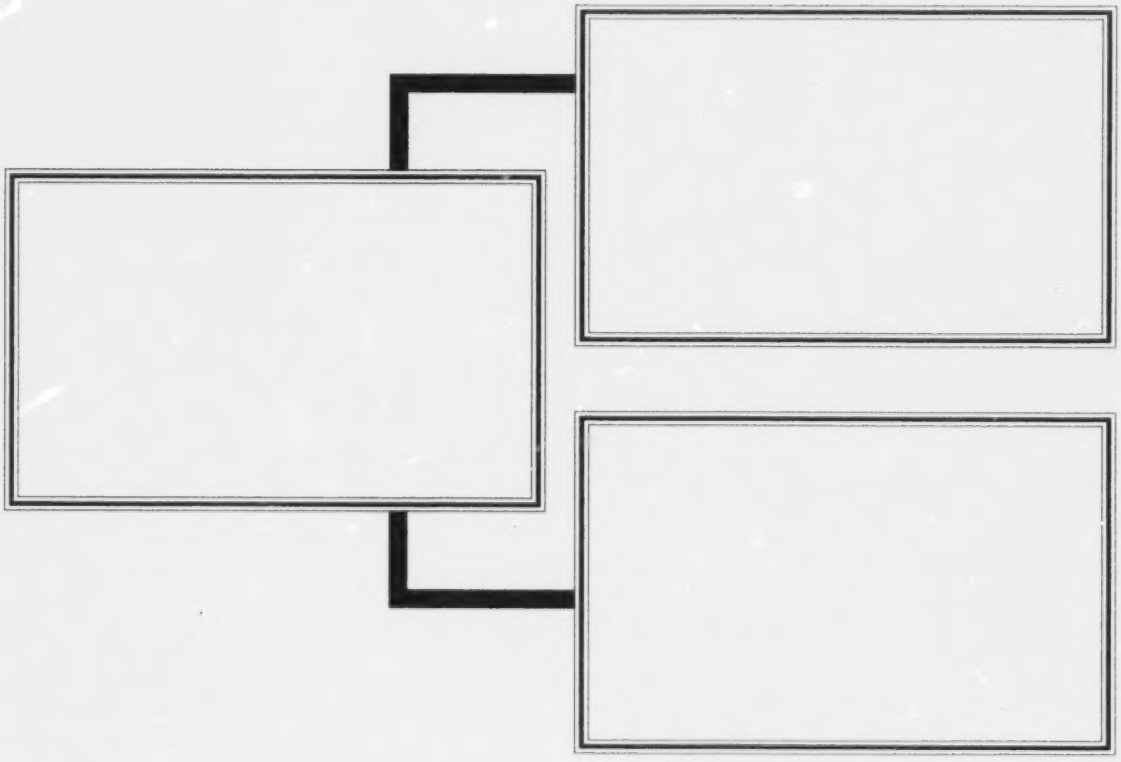
ADD CANALS, BARGES, HORSES, AND MULES TO THE TIME-LINE MURAL.



ACTIVITY 4

NAME _____

TODAY...

How different are our places today? How have cities grown?
What did cities need to stay where they were, and to continue growing?

Look at Paragraph #7 for your answers.

LOG RECORD:

_____

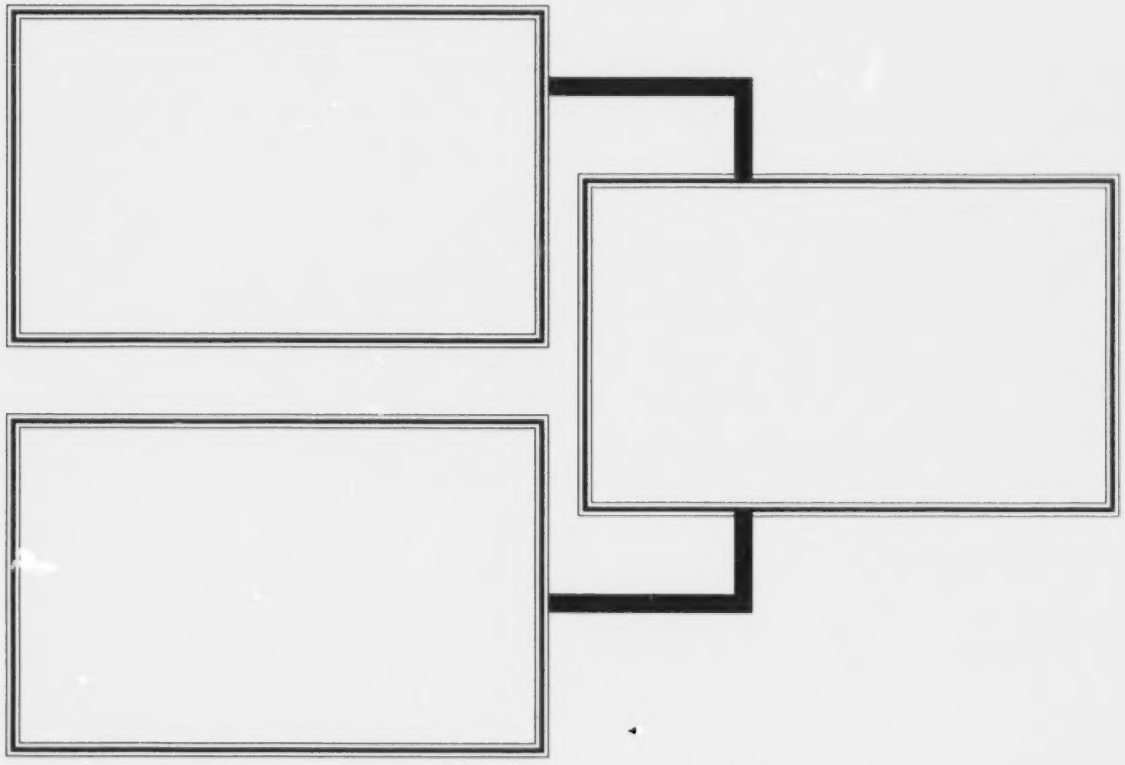
_____

_____

_____

_____

ON THE TIME-LINE MURAL, DRAW A CITY ON THE WATER. What will you include? What kind of businesses will be there? Why?



ACTIVITY 5

NAME _____

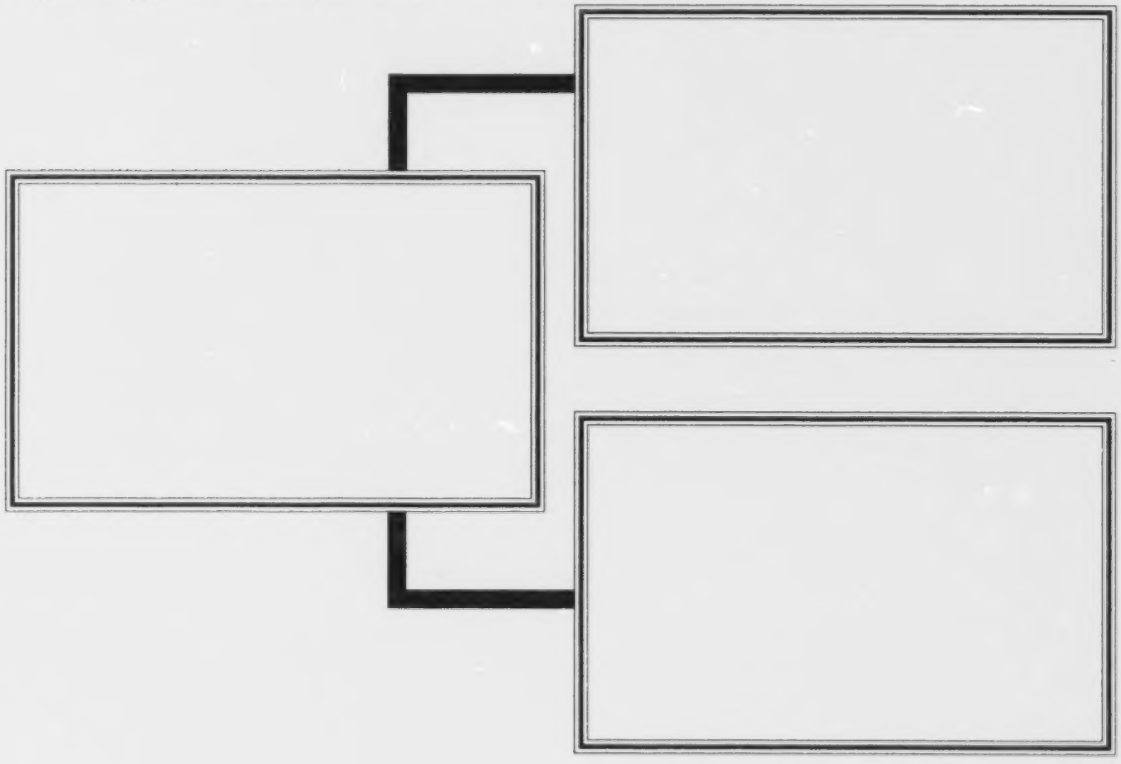
LOOK AT A MAP OF THE UNITED STATES. There are many water-systems on the map. With your teacher, locate major cities on these water-systems. Name some of them. Read about their industries. What major industries do these cities have? What do they have in common? Choose two cities and compare them on a Venn Diagram.

CITY LOCATION INDUSTRIES

_____
_____
_____
_____
_____
_____

DRAW YOUR OWN MAP. Make up your own symbols. What will be in your city? What do you need there?

MAKE A DIORAMA SCENE OF YOUR CITY. Write your own story book or picture book of your city/town. Share your book with the class.



BONUS ACTIVITY

BOX CITY, USA

DIRECTIONS:

1. Collect cereal boxes, milk cartons, tempera paint, construction paper, felt tip pens, crayons, paste, scissors, and a large old bedsheet.

2. Brainstorm with students about setting up a community. What buildings, streets, vacant lots, and parks do we have in this community?

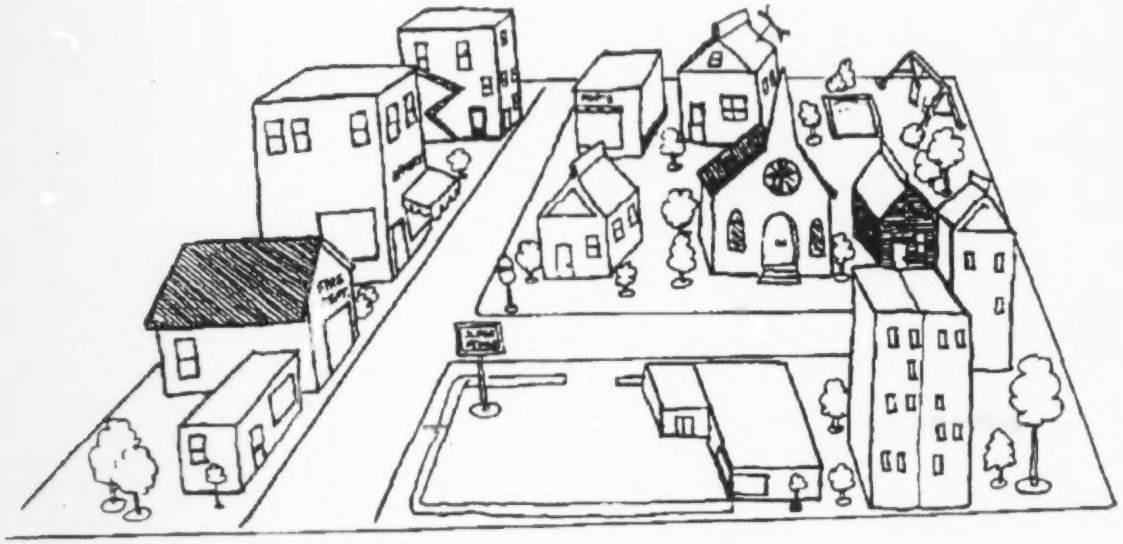
3. Take a class field trip around the community.

4. Assist student groups in drawing an outline of the streets. Use the chalkboard, then transfer the roads to the bedsheet placed on the floor.

5. Have students work in pairs to make buildings from cereal boxes and art supplies.

6. Arrange buildings in appropriate spots on the roads drawn on the bedsheet.

7. Make traffic lights and street signs. Add trees, flowers and grass to complete the model community.



Suggestions For Teachers

Activity 1

Students can use several paragraphs in the Unit Theme to answer the target questions. Have them work in pairs, so they can discuss the information and write their log records together.

Activity 2

Provide materials for them to make a DIORAMA. New information appears in the BACK THEN section. Show pictures of gristmills and sawmills. Lead a class discussion to determine why these businesses located near water. Take dictation from the class to complete the Log Record.

Activity 3

Provide long sheets of bulletin board paper. Make a pictorial time-line about city developments and their locations. Lead students to reread Paragraph #5 in "Did You Wonder?" Elicit statements about the information. Help the class formulate statements to answer the questions for the Log Record.

Activity 4

Extend the pictorial time-line by adding canals, barges, horses, and mules. Lead the discussion to answer the questions about today's cities and their locations. What about your own city or town? Reread paragraph 7 of the Unit Theme to find answers for the Log Record.

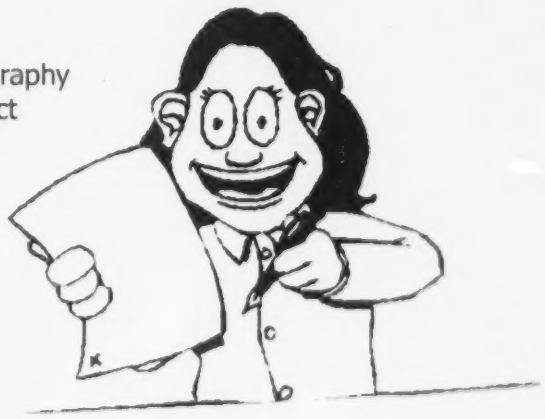
Activity 5

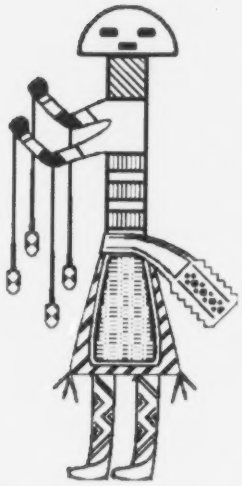
Extend the pictorial time-line. Include a city map. Discuss what the class wants to include and why.

Bonus Activity

MAP READING: The map shows the topography of the US with the major water systems. Direct students to "read" the information on the map. Provide information about major cities on the major waterways.

Research their founding and industries. Tie the findings to what students have learned about cities' and towns' locations.

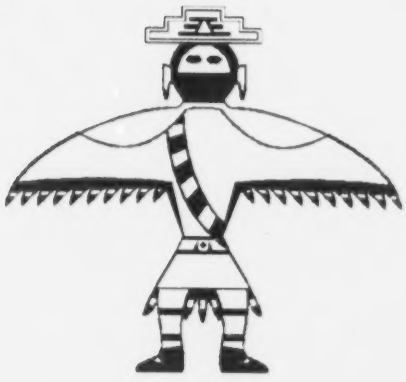




The

A-Maizing

First Americans



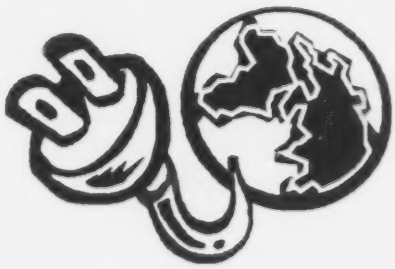
I. Introduction

It is important for young children to learn about other cultures in America. They have a natural curiosity about other children and about how they live. The optimal time to introduce them to the first Americans, who were here before the Pilgrims landed, is before Thanksgiving.

II. Targeted Ideas

- The first Americans were native to America.
- They had a fully developed culture.
- The Algonquin Indians introduced foods to the Pilgrims.
- The Algonquins greeted the Pilgrims.
- They taught the Pilgrims to hunt, fish, and grow corn (maize).
- The first Americans had their own government.
- Indo-Europeans had an effect on the Native Americans.

III. Making Connections



Another study about a different culture and country is "Awesome Aussies Down Under," Unit #2. You can cover this unit at the same time as the one about the first Americans. Compare and contrast the Australian and Native American cultures with the students' own culture. Give special attention to the lives of children in different cultures as opposed to the lives of children in America.

IV. The Unit Theme: An Introductory Narrative To Read To Students

The first people to arrive in America thousands of years ago were the Indians. Columbus called them that because when he landed here, he thought he had landed in India. But now we call these first Americans Native Americans.

Today we find many Indian tribes across the United States. We will study the Algonquins of the Eastern Woodlands Area because they were here when the Pilgrims landed on the eastern shore.

Algonquin Indians

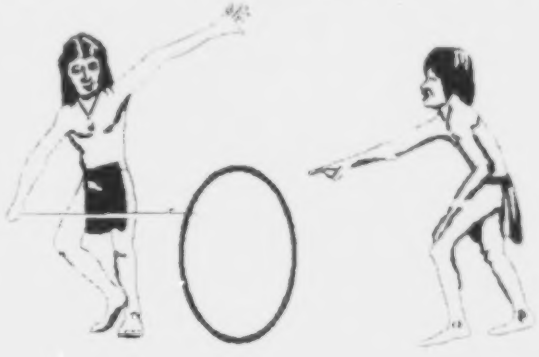
Most Algonquin tribes lived in the area from Maine to Virginia. Many inhabited the New England woodlands. The Algonquins greeted the Pilgrims on the shore of Massachusetts. The Algonquin-speaking tribes include the Mohicans, the Pequots, the Narragansetts, and the Penobscots. They lived in distinct tribes, but they shared a common heritage. Though these different tribes were separate, they shared a common language, culture, politics, religion, economics, society, and customs.

When the Pilgrims arrived, only about 15,000 to 18,000 Native Americans lived in all of New England. This number is small, compared to the huge tribes in other areas of the country. The Algonquins were friendly, kind, and generous. They helped the Pilgrims survive in the new land. They taught them to hunt, to fish, and how to plant corn, or maize. But in return, the new settlers treated them poorly, and endangered their life.

Algonquin homes were dome-shaped wigwams with a frame built of saplings—tall young tree trunks. Men built the frames, then the women took over. The women covered the sides of the framework with woven mats or bark. The inside was cozy. It had crude shelves, colorful embroidered mats, and woven baskets. Benches covered with fur were for resting and sleeping.

The women planted the crops and gathered the harvest of corn, beans, squash, and pumpkin. They gathered nuts and berries too. After the women harvested the crops, the men began the hunt. They used sharpened stone blades, bows and arrows, and canoes for hunting.

Children were very important members of the tribe. They had chores, but they were



IV. The Unit Theme: An Introductory Narrative To Read To Students (cont.)

free to roam the village. They always had time to play because their games taught the skills they would need to survive as adults. Favorite games included running races, swimming, and archery contests. They played a form of baseball, using a long stick for a bat and a pine cone for a ball. They enjoyed dart games too. Bird feathers covered the darts, to help them soar high through the air.

The children loved to listen to stories. Instead of reading these tales from books, adults told them to children. Through these stories they learned about Algonquin heroes and their culture. The Algonquins were very religious. They believed in one creator, a kindly great spirit whom they would join when they died. This great spirit, called Kautantowwit, created everything good. They also believed in an evil spirit, Hanegoategeh, who created poisonous reptiles and plants.

Animals were very important to Native Americans. Because Kautantowwit created them too, Algonquins would pause before killing an animal they needed to eat. Then they would ask the prey for its forgiveness.

These tribes did not have doctors like ours. Instead they had a medicine man, called a "powwow" or a "shaman." He cured the sick by using plants and herbs, and by making offerings of tobacco smoke to call the spirits. Medicine men also used tobacco smoke to drive away diseases and for many religious services.

The Algonquins were an independent nation, with their own land and leaders. The main leader was the tribe's chief, called a "sachem." The sachems inherited this title by birth. The tribes did not elect them, as we elect our president. People considered the sachem very wise. Taking care of the tribe, he was a brave warrior and an expert hunter. Though the Algonquins had no written laws, the sachem had power over his tribe. He had complete authority to make rules and to enforce them.

The Algonquin tribes are just one of many. With your teacher, you can study about other interesting tribes.

V. How To Use The Theme: Procedures For Demonstrating Its Functions And Involving Students

1. Sample Questions To Pose About The Narrative

These questions are just a start; they may lead you to develop others that will help students focus on the essential information in this unit.

- Who were the first Americans?
- What was their life like before the Europeans came?
- What was life like after the Europeans came?
- Who were some of their important people?
- What do you think life was like for an Algonquin child?

2. Listening To Literature: A Sample Text And How To Use It

Roop, Peter and Connie. ***Ahyoka and the Talking Leaves***

This book shows how the Cherokees communicated without an alphabet. Ahyoka and her father, Sequoyah, endured hardship and isolation when they created an alphabet for the Cherokee language.

Elicit discussion about the importance of our alphabet, books, and writing. "Can you imagine not having books to read, or not being able to write a note to a friend? What if we did not have our own alphabet?"

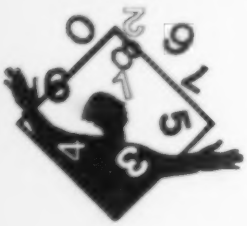
OPTIONS FOR STUDENTS' RESPONSES

- Read the whole book to the class.
- Think-Pair-Share. With a partner, have students discuss the differences between the English alphabet and the Cherokee syllabary.
- Write a short message using the English alphabet. Ask students to create a "new" alphabet. Rewrite the message, using the new alphabet. Have students illustrate the page.
- Collect all student messages. Make a Class Book of original alphabet messages.

3. Science Demonstrations

- Study about the moon.
- Study about the medicines Native Americans made from nature.
- Study about the illnesses that Indians experienced.
- Study about Indian water purification.
- Take a nature walk. Jot down items you see.

4. Math Demonstrations



- Study about the Native American 13-month calendar. How did the moon figure into their calendar?
- Create a 13-month calendar, following the Indian tradition.
- Construct a tepee. Record the measurements used to complete the task.

5. More Books To Read

Bains, Rae. ***Indians of the Plains***

The Great Spirit gives the sacred dog to a boy seeking relief for his hungry people.

Lavine, Sigmund. ***The Ghosts the Indians Feared***

Describes some religious customs and beliefs of various North and South American tribes.

Rowland, Della. ***The Story of Sacajawea: Guide to Lewis and Clark***

Carrying her infant son on her back, Sacajawea helped guide a famous team of explorers through the uncharted terrain of the western United States.

Quiri, Patricia Ryon. ***The Algonquins***

Describes this famous Native American civilization, including its arts, crafts, religion, and daily, social, and political life.

VI. Related Language Arts Activities:

1. Listening and Discussion

- Listen to stories about tribes and their cultures. Encourage students to ask questions about anything they don't understand. Then ask for their reactions to what they hear.
- Listen to peer stories and legends. Then have students tell what interested them in what they heard.
- Listen to Native American music. Ask students how this music sounds different from other kinds of music they listen to.

2. Individual and Group Writing

- Illustrate the stories. Make a class book.
- Have students make and illustrate fact books about Native American homes, clothing, food, tools, and customs.
- Use response journals throughout this unit. These journals can become students' own "books" when the unit is finished.
- Have students write poetry about nature.
- They can create stories with picture writing. For instance, for a bearskin page, students may write a short story using picture writing. (See the sample of picture writing in the Bonus Activity on page 45.)
- Have students write skits and stories about Native American culture.
- After reading stories from Keepers of the Earth, pair students to write their own story about how things began.

3. Reading

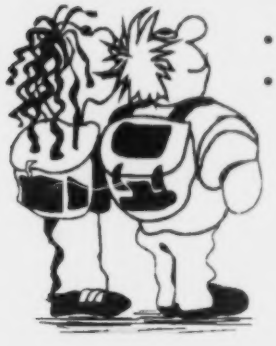
- Read about Native American customs.
- Read books about totem poles. Each one tells a story about the people. Students can make a totem pole that will tell something about the people you are studying.
- Have students read a book about Native Americans, pick an interesting fact to illustrate, then each student can make a mini-report about that fact.

VII. Related Extension Activities: Using Language Arts To Teach Social Science In Personal Or Small Group Work

1. Individual and Team Projects

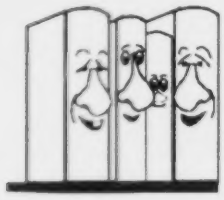
- Engage in map study about Native American locations.
- Plant a crop. Monitor the growth and climate conditions.
- Compare different cultures of early America.
- Research different tribes.
- Collect books listed in part IX. for the learning center. Add pictures, artifacts, and totem poles. Turn your room into a Native American tribe environment.
- Create habitat dioramas.
- Display numerous pictures of Native Americans, including several tribes. Provide samples of Native American homes, clothes, tools and weapons, culture, government, and religion/beliefs. Use large maps to find the geographical locations of each tribe.
- Expand the Algonquin study to include other tribes. Help students collect information. Use Activity #2 as a pattern of study about each tribe.
- Have students make a diorama of scenes for an early American village.
- Tape a story to tell about the scene and about the people who live there.
- After designing headdresses to wear, have students prepare a story about the designs on their headdress. They should tell something about the wearer.

2. Class Field Trips



- Visit a museum of Native American history.
- Visit an expert on native American culture: a professor, researcher, or agent of the U.S. Bureau of Indian Affairs. Have students prepare questions to ask in advance.

VIII. Trade Books

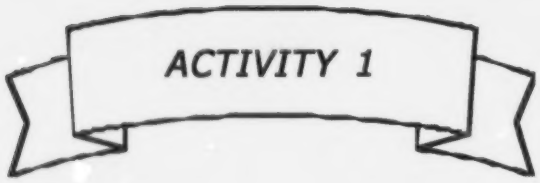


Nonfiction

Andrews, Elaine K. ***Indians of the Plains***
Batdorf, Carol. ***Totem Poles: An Ancient Art***
Bawden, Juliet. ***The Art and Craft of Papier-Maché***
Beyers, Don E. ***Totem Pole Indians of the Northwest***
Blood, Charles L. ***American Indian Games and Crafts***
Calloway, Colin G. ***Indians of the Northeast***
Claro, Nicole. ***The Cherokee Indians***
D'Apice, Rita and Mary. ***The Algonquin***
Fradin, Dennis B. ***A New True Book: The Cheyenne***
_____. ***A New True Book. The Pawnee***
_____. ***A New True Book: The Shoshoni***
Goble, Paul. ***The Great Race of the Birds and Animals***
Hahn, Elizabeth. ***The Inuit***
Haldane, Suzanne. ***Painting Faces***
Hoxie, Frederick E. ***The Crow***
Hoyt-Goldsmith, Diane. ***Totem Pole***
Iverson, Peter. ***The Navajos***
Lavine, Sigmund. ***The Ghost the Indians Feared***
Macfarlan, Allan. ***Exploring the Outdoors with Indian Secrets***
_____. ***The Handbook of American Indian Games***
Martin, Bill Jr. ***Knots on a Counting Rope***
McKissack, Patricia. ***A New True Book: Aztec Indians***
Moxley, Susan. ***Play with Papier-Maché***
Quiri, Patricia R. ***The Algonquins***
Siegel, Beatrice. ***Indians of the Northeast Woodlands***
Tomchek, Ann H. ***A New True Book: The Hopi***
Thomson, Ruth. ***Indians of the Plains***
Wilson, Terry P. ***The Osage***

Fiction

Bruchac, Joseph. ***Return of the Sun: Native American Tales from the Northeast Woodlands***
Caduto, Michael J. and Bruchac, Joseph. ***Keepers of the Earth***
Goble, Paul. ***The Gift of the Sacred Dog***
_____. ***The Girl Who Loved Wild Horses***
_____. ***The Great Race***
Green, Ellin. ***The Legend of the Cranberry: A Paleo-Indian Tale***
Griese, Arnold A. ***At the Mouth of the Luckiest River***
Hill, Kirkpatrick. ***Winter Camp***
Mayo, Gretchen. ***Earthmaker's Tales***
McDermott, Gerald. ***Arrow to the Sun***
Robson, Lucia. ***Light a Distant Fire***
Roop, Peter, and Connie. ***Ahyoka and the Talking Leaves***
Rowland, Della. ***The Story of Sacajawea: Guide to Lewis and Clark***
Silverell, Anne. ***Whale in the Sky***
Whelan, Gloria. ***Night of the Full Moon***



NAME _____

VOCABULARY: Algonquin, wigwam, harvest, shaman, Kautantowwit, stories, stone blades, bows and arrows, canoes, endangered, maize

DIRECTIONS: Use the above words to complete these statements.

1. The _____ people met the Pilgrims.
2. The women of the tribe were responsible for each _____.
3. The home was called a _____.
4. Their tribe leader was the _____.
5. The kind, great spirit was known as _____.
6. Children learned about their heroes and their culture by listening to oral _____.
7. The men hunted with _____ _____, _____, and _____.
8. The Algonquin life became _____ because of bad treatment by the settlers.
9. The Algonquin Indians taught the Pilgrims to plant _____.

ACTIVITY 2

NAME _____

FACTS ABOUT NATIVE AMERICANS

There are many different tribes in America. Most of them live on reservations now. They dress as you do, and the children go to reservation schools. But they still hold to many of their beliefs and share their unique cultures. Form mini-research groups of three or four students. Each group can read about a different tribe of Native Americans. Collect and record information about:

Tribal Name	Geographical Location	Habitat/Home	Religion/Beliefs
Clothing	Farming	Hunting	Fishing
Money/trade	Education	Government	

TRIBAL NAME: _____

GEOGRAPHICAL LOCATION: _____

_____

_____

TRANSPORTATION: _____

_____

_____

FOOD: _____

_____

_____

SHELTER: _____

_____

_____

OTHER FACTS: _____

_____

_____

_____

_____

ACTIVITY 3

NAME _____

DIRECTIONS: Read the story of Ahyoka and the talking leaves. Complete a Bio Poem about Ahyoka or Sequoyah.

BIO POEM

First Name _____

Four traits _____ _____

_____ _____

Related to _____

Cares deeply about _____

Who feels _____

Who needs _____

Who gives _____

Who would like to _____

_____

Resident of _____

ACTIVITY 4

NAME _____

DIRECTIONS: Pretend to belong to a Native American Tribe. What is your tribe's name? Give yourself an native name. Complete an "Imagine This" Response Frame to develop your own character as an Native American boy or girl.

IMAGINE THIS

You are _____

Describe yourself _____

_____

Describe your Tribal Family _____

You like _____

_____

You want to _____

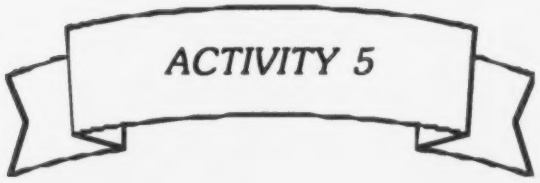
_____

You tried to _____

_____

Your best Indian friend is _____ because _____

_____



NAME _____

DIRECTIONS: As you engage in the study of a tribe, collect short informational sketches that students can write in a newspaper format. Each student will complete the topics of interest. Collect all students' samples to make a class newspaper, the Pow Wow Drumbeat.

POW WOW DRUMBEAT

HARVEST FEAST PLANNED

_____

_____

_____

_____

_____

BOOK FAIR WILL FEATURE

Author: _____

Title: _____

Characters: _____

About: _____

AMAZING ANIMALS STUDIED

WHERE DO THE GROUNDHOGS GO?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

HABITATS NOTED

_____

_____

_____

_____

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_____

_____

INTERESTING SIGHTINGS

_____

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_____

_____

THIS SEASON'S FAVORITES

Recipe: _____

_____

Game: _____

_____

Wilderness Survivial Secret: _____

_____

HUNTING PARTY A GREAT SUCCESS

_____

_____

_____

_____

_____

_____

BONUS ACTIVITY

DIRECTIONS: Make several copies of the picture writing below, then cut out a message and send it to a friend or your teacher.

Morning

Noon

Night

Man

Woman

Baby

Eat

Look

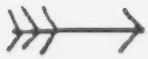
Tepee

Campfire

Forest

Bird Tracks

Deer Tracks



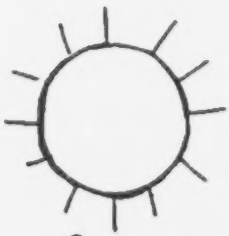
Hunt

Fish

Water

Rain

Mountain



Sun

Suggestions For Teachers

Activity 1

After reading the content material, have students study the vocabulary terms and complete the sentences.

1. Algonquin 2. harvest 3. wigwam 4. shaman 5. Kautantowwit
6. shaman 7. stories 8. stone blades, bows and arrows, and canoes
9. endangered 10. maize

Activity 2

Provide books about several tribes for groups of students to use.
Each group will use the Response Sheet to record information about their tribe.

Activity 3

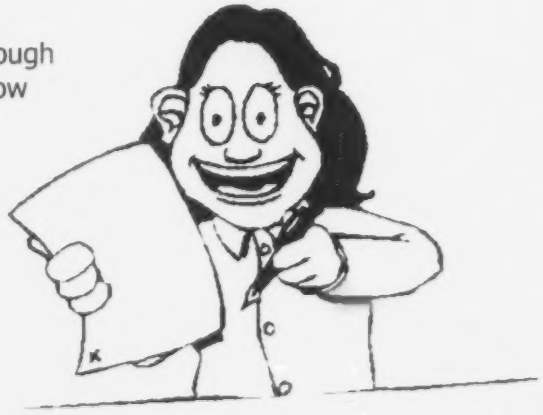
Following the reading of Ahyoka and the talking leaves, ask students to complete the Bio Poem response frame about one of the main characters in the story.

Activity 4

Following the study of a tribe, students may pretend to be Native American boys and girls, and complete the "Imagine This" Response Sheet.

Activity 5

As a culminating report activity, collect enough data from each student or group to write a Pow Wow Drumbeat newspaper. Use the attached format and suggested topic headings.



Awesome

Aussies

Down Under

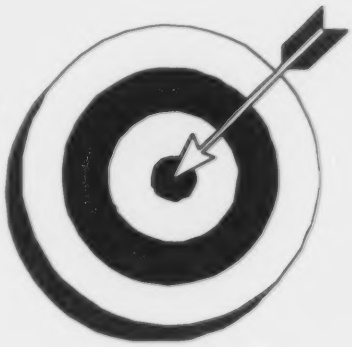
BEST COPY AVAILABLE

I. Introduction

Students are curious about children in other lands far away. They look for similarities in others, and want to venture beyond the familiar. What better place to visit than the land down under, Australia. It is full of mystery and intrigue.

Display numerous pictures of Australia. Include colorful pictures of cities, settlements, and land in different geographical regions. Show pictures of Australian animals, the rainforest, and the Aborigine people.

II. Targeted Ideas



- Australia is a continent at the bottom of the earth, in the Southern Hemisphere.
- Life in parts of Australia is very different from life in the United States.
- People in the Outback work like cowboys.
- Children in the Outback are home-schooled.
- Many unusual animals live in Australia.
- Australians consider kangaroos a nuisance.
- Koalas live in the forest of eastern Australia.
- Australia has many varied geological/geographical areas.
- There are many very large cities.

III. Making Connections

Other units relate well with this one. You may use Unit #1, "The A-Maizing First Americans," to compare and contrast styles of living and geography. Use Unit #6, "All Around Us," to compare city life in Australia with that in the United States.

IV. The Unit Theme: An Introductory Narrative To Read To Students

The Island Continent

Australia is a huge continent "down under" the globe. It's almost as big as America. And it is the flattest, driest, largest island in the world. Australia offers many interesting things to discover.

Most of the people there are much like you. English is the main language, and today the people live in very modern cities, with modern housing, schools, and shopping malls. The unusual, most interesting things about Australia are the different living conditions and the people of the Outback.

Australia: Its Land and Its People

"G'day mate!" is the famous greeting of Australians.

"Mate" does not mean one's spouse or a sailor. It means "my special friend." The Australians consider a special friend the most important thing in life. The country's interior is harsh and forbidding, so a companion is crucial—someone you can trust with your life.

The Outback area occupies most of Western Australia. This land is mostly desert and wilderness. There are four deserts here: Simpson Desert, Great Sandy Desert, Gibson Desert, and the Great Victoria Desert. The sands and rocks are red in color, so people also call it the Red Center of Australia.

Even though the Outback is such a harsh landscape, it is the major source of wealth. Gold, opal, diamonds, and silver mines are the most precious mining resource. Mines of copper, iron ore, lead, manganese, nickel, tin, and zinc add to this rich but empty expanse of land.

Sheep roam all over the Outback, except in the driest desert areas. Sheep and cattle ranches cover thousands of acres. The people who own or manage these stations often live more than 100 miles from their nearest neighbors. They can't just run to the store or shopping center when they need something. A train of supplies travels to the Outback areas, so people shop in the train cars for their weekly provisions.

The Colorful Aussies

People who wanted to find room where they could live independently settled in the Outback. Most Australians admire these men and women as a colorful, brave lot. They call those who pushed into the interior the *swagmen*, the sheep ranchers, and even the *bushrangers*.

Their language is unique and colorful too. In Australia *day* sounds like "*die*," and *Prime Minister* sounds like "*prymista*." Australian slang is also limitless. For instance, *have a Captain Cook* means "have a look." A *walloper* is a policeman. A *sticky-beak* is a busybody; and a *silvertail* is someone who thinks himself better than anyone else.

IV. The Unit Theme: An Introductory Narrative (cont.)

The Wandering Swagmen

The swagman carried his belongings in a roll on his back. That was his swag. He tied small corks to his hat brim like a fringe, to keep the constantly swarming flies and gnats out of his face. He walked everywhere and slept outdoors, so he had no real home. But most of the swagmen were skilled at some trade, and could find work as sheep or cattle herders in the Outback.

Interesting, Unusual Animals In The Outback

Australia has many different types of animals because it is an isolated continent, surrounded by the sea on all sides. Australian animal species have been there all alone, and could not travel to other lands. So they are unique to Australia. Some of the most interesting Outback animals are the Kangaroo and the Koala Bear.

The Kangaroo

The kangaroo belongs to the marsupial group of animals. That means they carry newborn babies in a pouch. Forty varieties of kangaroo include the brawny big red, the half-sized wallaby, and smaller breeds. They run free across the vast land. They can travel at a fast pace and jump high fences.

Australians consider kangaroos a terrible nuisance. They hop into roads and create hazardous situations for drivers, especially at night. Kangaroos are herbivores, so they eat grass, seeds, and leaves. This makes them serious pests for farmers. They eat grass meant for the sheep, and they eat and trample crops. Big ones break down fences and let the sheep or cattle roam free.

The Koala Bear

The gentle, cuddly koala bear also carries its young in a pouch. It has long claws for climbing in the eucalyptus tree where it lives. It eats the leaves of the eucalyptus, from which it gets all the nourishment and water it needs. Australia has five to six hundred different varieties of eucalyptus. The koala will only eat the leaves of the kind of tree in which it was born. If it gets into the wrong kind of eucalyptus tree, it will starve rather than switch its diet.

The koalas stay in trees most of the time. Because it has such poor eyesight, the koala has trouble finding its way home if it becomes lost. It comes down only at night, and then it is afraid to wander.

Koalas still live free and wild in the forests of eastern Australia. They are hard to find because they stay close to the tree leaves. But in special parks you can watch them climb, eat, and sleep. You can even pet them.

V. How To Use The Theme: Procedures For Demonstrating Its Functions And Involving Students

1. Sample Questions To Pose About The Narrative

These questions are just a start; they may lead you to develop others that will help children focus on the essential information in this unit.

- What is the continent at the bottom of the Earth?
- Why do people call it "the land down under?"
- What is life like in Australian cities?
- Can you describe the land there?
- How do the people live in the Outback?
- What unusual animals live in Australia?

2. Listening To Literature: A Sample Text And How To Use It

Oodgeroo, Noonuccal. ***Dreamtime: Aboriginal Stories***

A collection of old Aboriginal folklore and new stories written in traditional Aboriginal forms. This book contains several fascinating samples of folklore. Rather than reading just one, select several different ones for different groups in the class to read and share.

OPTIONS FOR STUDENTS' RESPONSES

Group 1: Read a selected story. Prepare a skit to share the story with the class. Make masks or costumes and props to present the skit.

Group 2: Read a selected story. Illustrate scenes about the story, and use these scenes as you retell the story. Would you change anything in the story? Rewrite that part, and retell the new story.

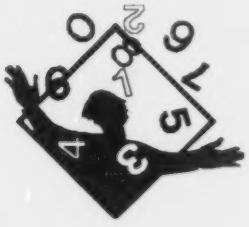
Group 3: Read a selected story. Draw a colorful mural about the story. Demonstrate where on the mural the story occurs.

Group 4: Read a selected story. Rewrite the story as a choral reading for the class. Pass out part of the story, so each group in the class will read a different part.

3. Science Demonstrations

- Research the different time zones in Australia.
- Develop an Australian Calendar of Seasons.
- Select an Australian animal to research.
- Study about weather and climate of different Australian regions.
- Use a Venn diagram to compare climate in the Outback to a desert in the United States.

4. Math Demonstrations



- Make a bar graph to record major products in Australia.
- Make a picto-graph of common Australian animals.
- Using a map of Australia, compute the distance from Sidney to Brisbane.
- Study about the Rain Forest.

5. More Books To Read:

Catling, Patrick S. ***John Midas in the Dreamtime***

While visiting a sacred cave painting in the middle of the Australian Outback, John Midas slips back thousands of years and finds himself among a prehistoric Aboriginal tribe.

Drescha, Henrik. ***Whose Furry Nose?: Australian Animals You'd Like To Meet***

Walking through the Australian wilderness, a young boy encounters many different types of animals.

Pittaway, Margaret. ***The Rainforest Children***

Two children of the Australian rainforest visit the hot, dry seacoast which, while enjoyable, makes them appreciate their damp, lush home.

Trezise, P.T. ***Gidja the Moon***

After much misfortune and mistreatment by the people of his tribe, Gidja and his wife and daughter become the Moon, the Morning Star, and the Evening Star.

VI. Related Language Arts Activities

1. Listening and Discussion

- Share peer stories, poems, and books.
- Interview an Australian visitor. Prepare interview questions for students to use.
- Listen to The flying emu and other Australian stories.
- Have students present a TV Travel Ad using Rod Cooper's Journey through Australia.

2. Reading

- Select several books about Australia from the trade book lists. Pass the books around to student partners. Give them only one minute to look at the book before calling, "*Pass.*" Continue this *teaser* until all students have seen each book. Then collect the books on a table set aside for this study.
- Read about the Aborigine people. Have students use Activity #1 to log their record of findings.

3. Writing

- Have students keep a running journal during this study. They can respond to research of their own, and take notes on various reports from other groups.
- Write a Fact Book about Australia. Illustrate each page.
- Keep a Learning Log, to record interesting information about animals in Australia.
- Write letters to an imaginary Aborigine child.
- Write an Acrostic poem.
- Write an Australian fable or folktale.
- Design a Mural Report to share the depicted information with the class.
- Write and illustrate an Australian slang book.
- Write an imaginary travel letter. Describe what you are "seeing" in Australia.
- Make a Travel Brochure to interest others in visiting Australia.
- Write a TV Travel Ad about Australia. Become a Travel Agent who wants to "sell" Australia to others.
- Use the Aussie Slang Dictionary in Activity 4 to write short report stories using their language.
- Write a reaction report about children in the Outback. Refer to Activity #3.

VII. Related Extension Activities: Using Language Arts To Teach Social Science In Personal Or Small Group Work

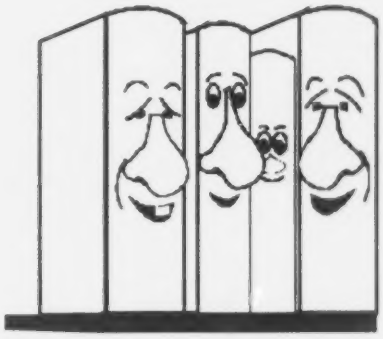
1. Individual and Team Projects

- Draw maps of Australia. Label cities, industry, distances, and geographical regions.
- Compare Australian and United States education.
- Use a Venn diagram to compare the Aborigine people with Native Americans.
- Research major cities: location, population, and industry.
- Research one geographical region: location, people, customs, wildlife, politics, religion, and resources.
- Web information about the people, animals, industry, climate, and geography in Australia.
- Construct and illustrate a time-line of Australian history.
- Construct dioramas of different geographical regions.
- Have a student read *The Flying Emu and Other Australian Stories* to a group of others. Then they can all write a skit about one of the stories. They can present the skit to their own class or to a kindergarten class.
- Write a story about the Aborigine people. Illustrate the story and read it to the class.
- Choose a geographical region of Australia. Make a relief map of that region. Write a descriptive report to share with the class.

2. Class Field Trips

- Visit the Museum of Natural History.
- Visit a Science Museum.
- Visit a Museum Rainforest.

VIII. Trade Books

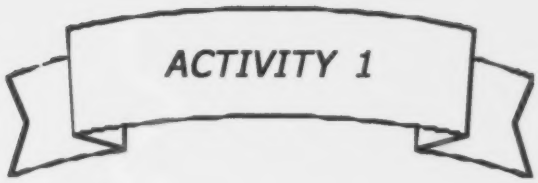


Nonfiction

Arnold, Caroline. ***Australia Today***
_____. ***Koala***
Bailey, Donna. ***Australia***
Bickman, Connie. ***Children of Australia***
Brown, Margaret Wise. ***Young Kangaroo***
Browne, Rollo, ***A Family in Australia***
Cooper, Rod. ***Journey through Australia***
Crump, Donald J. (ed.) ***Surprising Lands Down Under***
Dolce, Laura. ***Australia***
Drescher, Henrik. ***Whose Furry Nose? Australian Animals You Would Like to Meet***
Eugene, Toni. ***Kangaroos and Koalas: Strange Animals of Australia***
Georges, D.V. ***Australia***
Holder, Robyn. ***Aborigines of Australia***
Lee, Sandra. ***Koalas***
Marco, Katherine. ***Pocket Babies***
Morgan, Sally. ***The Flying Emu & Other Australian Stories***
Nile, Richard. ***Australian Aborigines***
Powzyk, Joyce. ***Wallaby Creek***
Santrey, Laurence. ***Australia***
Selsam, Millicent E. ***A First Look at Kangaroos, Koalas, and Other Animals with Pouches***
Stark, Al. ***Australia: A Lucky Land***
Tivers, Jacqueline and Day, Michael. ***The Viking Children's World Atlas: An Introductory Atlas for Young People***

Fiction

Baker, Jeannie. ***Where the Forest Meets the Sea***
Base, Graeme. ***My Grandma Lived in Gooligulch***
Catling, Patrick S. ***John Midas in the Dreamtime***
Cole, Joanna. ***Norma Jean, Jumping Bean***
Fienberg, Anna. ***Wiggy and Boa***
Foreman, Michael. ***Panda and the Bushfire***
Johnson, Susan. ***A Big Life***
Morey, Geoffrey. ***The Lincoln Kangaroos: Kangaroo Folklore***
Oodgeroo, Noonuccal. ***Dreamtime: Aboriginal Stories***
Pittaway, Margaret. ***The Rainforest Children***
Powzyk, Joyce. ***Wallaby Creek***
Roughsey, Dick. ***The Giant Devil-Dingo*** (folktale)
Trezise, P.J. ***The Flying Fox Warriors***
_____. ***Gidja the Moon***
Vaughan, Marcia K. ***Wombat Stew***



NAME _____

AUSSIE FACT: The first people to inhabit Australia were the Aborigines: a nomadic tribe who roamed the deserts and woodlands. They lived like Stone Age people, as hunters and food gathers. They had no herds of animals. They spent most of their time in locating water, gathering food, and building temporary shelter.

DIRECTIONS: Research the Aborigines. Read to find out about the Aborigine children, how they lived, special ceremonies, their campsites, and way of life.

LOG RECORD: ABORIGINES

LOCATION	CAMPSITE	TOOLS	CEREMONIES

ACTIVITY 2

NAME _____

IMAGINARY TRAVEL

Write to a friend about an imaginary trip to Australia. What did you see? What did you learn about the people? Describe the climate. What time of year did you go?

MURAL REPORT

Team up with a buddy for the Aborigine search. Get a long piece of bulletin board paper to draw a mural recording your findings pictorially. You will both hold up the mural as you share your findings.

ABORIGINES TODAY

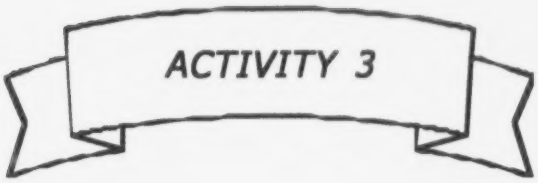
The Aboriginal Australians now own land and livestock. Some work as cowboys at cattle and sheep stations. Read about these modern Aborigines, then compare them with their ancestor tribesmen. Use a Venn Diagram.

ABORIGINES YESTERDAY AND TODAY: BOOK PROJECT

With a buddy, create stories about the Aborigine people. Illustrate the stories and bind them into a book.

VENN DIAGRAM

Compare the Aborigine people of the past with the Native Americans that lived in the U.S. in the 1800s.



NAME _____

AUSSIE FACT: Children in the Outback live too far from schools to attend them, so most of them get homeschooling from their parents. Some get lessons by two-way radio, and some by television. They take important tests by mail.

A radio teacher can talk directly to many children at sheep stations and farms at the same time. The two-way radio enables a teacher to hear students and the students to hear the teacher. So just like you, Outback kids still have to answer questions.

LEARNING LOG RECORD

Write a reaction report about children in the Outback.

1. How would you like to learn by two-way radio or TV?

2. What is different about your education?

3. What do you think a normal day would be if your were a child in the Outback?

ACTIVITY 4

NAME _____

AUSSIE SLANG STORIES

DIRECTIONS: Using the *SLANG DICTIONARY (on page 61)*, write a story using these terms. Illustrate your story on chart pages to use while the class hears the story. You may work on this activity with a friend.

Example:

Aboriginal stockmen "boil the billy" to make the "damper." This process has not changed since bushmen used it on the road in the past.

Translation:
A "billy" is a tin can.
"Damper" is unleavened bread.
"Bully" is salt beef.

Suggestion:

Make the stories as humorous as possible. This can be an interesting and even hilarious venture. Some children may prefer to write a skit and act out the slang meanings. Let your imagination flow freely.

ACTIVITY 5

NAME _____

DIRECTIONS: Write articles to explain why the Government had to intervene. Namely, too many kangaroos populated the land. Write about the fence damage by kangaroos and where the lost koalas were found.

ANIMAL ALERT

Kangaroo Court

Government intervenes. _____

Illustrate your story here.

Kangaroos Damage Fences

Illustrate your story here.

Koalas Go Astray

Illustrate your story here.

SLANG DICTIONARY

barby	barbecue
bikey	a biker
billy	a tin can used to boil water over a fire
bloke	a man. We would say "fellow" or "guy"
bludger	a sponger, a moocher, or one who lives off others
bonzer	terrific! As in "That movie is bonzer!"
bully	salt beef
bushranger	a bandit or an outlaw
chook	a chicken
cobber	a friend
corroboree	Aborigine festival
Crissie	Christmas
crook	broken, or sick, as in "I'm crook. I think it's the flu."
cuppa	a cup of tea
damper	unleavened bread
dero	a derelict
digger	an Australian soldier
dinkum	genuine, or the real thing
dunny	outhouse
flash	show-off
flog	sell, or hock
footie	football
garbo	garbage man
good on ya!	good for you!
grizzle	to complain
joey	kangaroo
knackered	tired
larrikin	a tough guy
mate	your best buddy
mossie (or mozzie)	a mosquito
nick	steal
nit	fool
ocker	bumpkin, or loudmouth
postie	postman
roo	kangaroo
salvo	member of the Salvation Army
she'll be apples	it will be all right
silvertail	member of high society
slats	ribs
snage	sausages
stickybeak	busybody
too right!	exactly
uni	university
walkabout	to wander
walloper	policeman
wowser	a party-pooper

Suggestions For Teachers

Activity 1

After reading numerous references about the Aborigines, help students complete the Log Record.

Activity 2

Elicit ideas about travel to Australia. To record answers to questions, refer to pictures and information from books. Accept student letters to a friend.

Pair students for research. They should record data on a mural to use for the oral report.

Accept student book products about the Aborigine people. Let them share the books with the class.

Activity 3

Accept student journaling in a learning log. Lead a discussion about the children of the Outback and about their education.

Activity 4

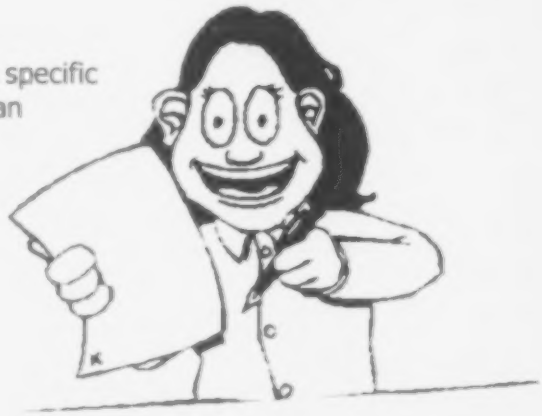
Accept the student stories and skits using Australian slang terms. Help them to make an illustrated book of the stories.

Provide time for sharing the stories and presenting skits.

Activity 5

Divide the class into groups. Assign each group a specific question about kangaroos. Each group should write an article that answers the questions. Publish the articles in an Animal Alert newsletter as shown.

Adaptation: Assign each group an animal to research in depth. Create an Animal Alert newsletter for each animal studied.



Appendices
A — E

APPENDIX A

LEARNING CENTERS

You may set up many independent or peer activities in special learning areas of the classroom. Identify each center by subject or purpose. For instance, a Science Center will contain materials for students to engage in experiments or gathering content information. A Reading Center engages students in reading activities.

How to Use Learning Centers

Learning Centers need to provide easy access and directions, so your students can use them successfully. Recorded directions help students who are not yet fluent readers. You can color-code some activities for easy access. The Red Files may contain activities for the students who are visual learners. The Blue Files may contain activities for those who learn best by listening.

Many unit activities are ready-made for Learning Centers. You can put the Activity Pages and lists of other activities in file folders there. Students can do these projects at the Learning Centers, either individually or with a buddy.

Scheduling Learning Center Time

The teacher must plan Learning Center time. One effective schedule places students at Centers on a rotation basis. While some students are with you for instruction, conference time, or reading/writing assignments, others pursue theme activities at a Learning Center. Here's a sample schedule:

8:15-8:45	Attendance, daily plans, sharing	10:15-10:30	Storytelling or free reading
8:45-10:00	Reading groups; other students in Learning Centers, or engaged in writing activities	10:30-11:15	Math groups; other students in Learning Center, or engaged in writing activities
10:00-10:15	Morning break	11:15-11:45	Lunch

You can plan a similar breakdown for the afternoon schedule. Try to schedule a 45-minute slot just for Learning Centers. You can circulate among those in the Centers to do some on-the-spot teaching as questions arise.

Management and Quick-Fixes

You must train your students to use Learning Centers efficiently. Allow no more than four or five students at a center at one time. Make sure that each student understands directions for activities placed there. Rotate jobs for each participant, so that the center can run itself. Jim may be the task master on Monday; the materials gatherer, Tuesday; the "voice monitor" (keep voices low), Wednesday; and so on. It helps to write each name and job on a card that you place at each Center daily.

Assessment Profile

The most useful type of evaluation or assessment of student learning is the Student Portfolio. A portfolio is a collection of student products and samples of work over time.

Each unit contains activities that result in products. Some of these products are: learning logs, literature responses, student-generated stories, poems, skits, songs, graphs, charts, illustrations, mobiles, murals, or dioramas, just to name a few. Not all samples fit into a folder. Keep a description or checklist that evaluates such products in your students' portfolio folders.

When you want proof of specific learning, interview each student or use some activity pages as assessment items. For specific facts or knowledge you require, selected response pages represent factual information. Student records and journal entries also demonstrate new knowledge. If you use some unit pages to assess learning, include a self-checking folder for your students.

Learning Center Guidelines

Learning Centers can be a valuable complement to your regular instructional activities; they provide another alternative for students to practice, explore problems, and create. They also can help students to develop independence in managing their own learning.

Keep the following questions in mind as you begin to develop centers:

1. Does the Learning Center include a variety of materials which accommodate differences in learning styles?
2. Does it contain concrete, manipulative activities and paper/pencil activities? Is there a balance?
3. Does it contain some open-ended activities to encourage creative and original thinking?
4. Do the activities offer a variety of levels, to accommodate differences in ability? Are there activities at which all students can succeed? Are there challenging activities?
5. Are the activities self-checking and/or do the activities permit easy checking by you?
6. Does the student have a choice of activities to complete, or must the student do all the activities in the Center?

7. Does the Center include art, music, and literature?
8. Do the Center materials reflect diversity of gender, race, and language?
9. Are directions clearly stated and succinct?
10. Have you developed ways of keeping track of who has participated in the Center? Is the recordkeeping designed for the student to keep track of his/her progress in the Center?
11. Do the students have easy access to the materials?
12. Is the Center neatly constructed with appropriate printing/lettering?
13. Are the materials durable? Laminated? Have rounded edges?
14. Does the Center stimulate interest and further exploration?
15. Is there a unifying title or theme that appeals to students?

Setting Up a Center

Learning Centers will change with your content or theme. Before you begin a theme unit, decide which activities you will use; choose what to put in the Learning Centers accordingly. Put all materials in each Center that your students will need.

The most essential supplies for each Learning Center are listed on the blackline master on the next page.

Essential Supplies for Learning Centers

Listening/Music Center

1. Tape recorder
2. Taped stories, poems, and songs
3. Supply of blank tapes
4. Headsets
5. CD Players
6. CDs
7. TV/VCR
8. Videos
9. Camcorder

Reading/Viewing Center

1. Relevant Library books
2. Books on unit topics
3. Books made by students
4. Peer stories
5. Maps
6. Computer for reading files of work in progress, internet and e-mail, and non-print media.
7. CD-ROM drive and CDs (encyclopedia)
8. Internet browser and on-line connections
9. Printer
10. Film-strip Projector

Writing Center

1. Variety of papers: white, newsprint, scratch pads, legal pads, construction paper
2. Pens, pencils, crayons, felt-tip pens
3. Book-binding supplies
4. File Folders
5. Paper clips, stapler
6. Dictionary and Thesaurus
7. A list of idea starters
8. Expository and narrative writing samples
9. Pictures/Illustrations
10. Cartoon Samples
11. Sample newspapers
12. Paragraph frame patterns
13. Computer for works in progress
14. Printer

Art Center

1. Construction paper
2. Scissors
3. Scotch Tape
4. String
5. Pens
6. Pencils
7. Colored chalk
8. Crayons
9. Tagboard
10. Poster Board
11. Corrugated boxes
12. Mural/Bulletin Board paper
13. Paint
14. Easel
15. Clay
16. Brads

Math/Science Center

1. Scales
2. Yardstick, rulers, measuring tape
3. Containers, measuring cups, spoons, bowls
4. Thermometers
5. Blocks
6. Graph paper
7. Aquarium
8. Egg cartons
9. Picture books and magazines
10. Cuisenaire rods
11. Math manipulatives

LEARNING CENTER ACTIVITIES

MAKE

1. Peep box of scene
2. Movie of paper or story
3. Mural of story
4. Puppet show
5. Picture of scene
6. Scale model
7. Map showing locations of story events
8. Book jacket with summary inside
9. Picture books
10. Fact/Data books
11. Illustrated journal
12. Flannel board story
13. Pictures of characters

DO

1. Dramatize a part
2. Pantomime a part
3. Show something new
4. Round-table discussion
5. Continue a story
6. Radio program
7. Eyewitness report
8. Give news flashes
9. Chalk-talk: tell a story
10. Perform a skit
11. Book chat

TELL

1. Summary of story
2. Interesting facts learned
3. Something new learned
4. Problem and solution
5. Interesting words and expressions
6. Story board

WRITE

1. Summary of data
2. Semantic web of information
3. Story
4. Skit
5. Acrostic poem
6. Newspaper article
7. Letters to authorities
8. Story starters
9. Tall tale
10. True/False book
11. Legend
12. Story board narrative

Learning Center Checklist

Presentation:

- ❑ unifying theme/art work
- ❑ colorful, attractively designed
- ❑ neatly assembled

Contents:

- ❑ age-appropriate, stage-appropriate
- ❑ variety of materials
- ❑ activities at varying levels (easy to challenging)
- ❑ incorporate various disciplines
- ❑ concrete/manipulative and paper/pencil activities
- ❑ some open-ended activities
- ❑ stimulates creative thought/interest
- ❑ free from stereotypes
- ❑ incorporates diversity
- ❑ provides for choice

Organization:

- ❑ clearly-stated directions
- ❑ directions appropriate for age/stage
- ❑ recordkeeping form included
- ❑ self-checking activities
- ❑ accessible materials

Construction:

- ❑ durable materials
- ❑ laminated
- ❑ rounded edges
- ❑ appropriate printing/lettering
- ❑ appropriate containers for activities

APPENDIX B

HOW TO MAKE AND USE BULLETIN BOARDS AND FILE FOLDERS

With limited space in classrooms today, you must find inventive ways to keep your students active and interested. The following two ideas may help you plan for the activities in these units.

Bulletin Boards

If your classroom has only one bulletin board, you may want to think about other ways to provide interactive boards. Large portable bulletin boards will provide two sides for work, and you can move them around the room as dividers. You can fold flannelboards and store them when not in use. You can paint large cardboard boxes from kitchen appliance or television stores; the four sides are usable as bulletin boards. Sides of file cabinets, doors, and spaces under chalkboards can also serve as working bulletin-board spaces. You can use window blinds for attaching materials, but be aware of the safety factor. Children's clothing can get caught if the blind mechanism begins to wind up.

While it may be too costly to laminate all the materials for the board, you will want to laminate any materials you expect to use again. If you are concerned about thumb tacks, velcro strips are good for mounting materials. Pellum, the material used for sewing suit interfacing, works well on flannelboards, and is cheaper than flannel or felt. Although adhesive tape will put things on the bulletin boards, it tends to tear the material when you take it off the boards. While there are commercial materials to use with the bulletin boards, you can be inventive in finding ways to accomplish the tasks of mounting materials on bulletin boards.

File Folders

You can make file folders from many different types of folders. Office supply stores have different forms to adapt for your own purposes. For instance, regular heavy paper folded in half can be fastened on both sides to become an envelope for holding materials. Colored folders allow for color-coding materials into subjects.

Accordion-style folders allow for more materials in the pockets. The notebook folder has pockets on each side of the opened folder, or places to attach papers in fasteners, to allow for book writing. More expensive folders are transparent plastic; you can use them repeatedly for many different themes.

Parents who work in offices may give you used file folders they would normally discard. They may also be able to provide materials for the folders. If you tell parents your themes for the next few weeks, they may be willing to make folders for your class. Parents often think of creative activities that might not occur to you.

It is important to laminate file folders so they will last after frequent use from many children. You can laminate with clear shelf paper found in grocery stores. Practice on some old papers, so you can learn to cover without creating air bubbles.

With a box or small crate for storage, your students can use these activities at their own desks or at a small classroom table. With boxes placed in Learning Centers, students will not waste time waiting in line to choose a file folder.

SAMPLE BULLETIN-BOARD/FILE FOLDER DISPLAY

Bulletin Board

TOPIC: Mystery Magnet

TEACHER:

1. Make sets of pictures and word cards of items that a magnet will and won't attract.
2. Place velcro strips on each card.
3. Make pockets for picture cards and word cards.
4. Place velcro strips in columns on the bulletin board.

STUDENTS:

1. Draw a card from each of the pockets.
2. Put each card under the appropriate side of the bulletin board.

Alternate Activity:
Students can expand this activity by adding more pictures to the collection.

WORD CARDS AND PICTURES:

1. tack
2. clip
3. hook
4. hat
5. can
6. ball
7. nail
8. coin
9. sock
10. football
11. shoe

File Folder

You can put this same project in a file folder. Place the cards on the corners of an open file folder. Paste the envelope on the back of the file folder, with the instructions on the front.

APPENDIX C

GLOSSARY

Accordion book: A book made by folding paper into an even number of sections.

Acrostic poem: A poem in which the first letter of each line forms a word, e.g.

Cuddly and cute
Always happy to see me
Tabby is her name.

Baggie book: A book made from putting several ziplock plastic bags together. Use any size ziplock plastic bags; cut plain or lined paper to fit into the bag. To bind, place the closed ends of the bags together, staple, then bind with colored plastic tape. Students can change contents of the book by removing pages and inserting new ones.

Bar graph: A graph which uses squares (or bars) to represent data.

Big Book: An oversized version of a book written with especially large text and illustrations. Print and illustrations can be easily seen by groups of children.

Bingo: A game for large or small groups, consisting of cards divided into sections. Each section contains a picture or word related to the theme being studied. You can also use a deck of cards with corresponding pictures or words. Each player has a card; the caller, using the large deck, calls the name of the picture or word. Students cover the corresponding picture or word on their cards. Play continues until a student has covered a row, column, or diagonal.

Chalk-talk: A technique for sharing a story that involves illustrating on the chalkboard while telling the story.

Collage: An artistic arrangement of various materials into a picture or design.

Concentration: A game involving matching pairs of cards, similar to Memory; especially useful for developing visual discrimination, sight word recognition, or number facts. Students shuffle the Concentration deck and place the cards face down; students turn over two cards and try to match the cards; if they match the cards, they keep the pair and get another turn. The winner is the student with the most pairs.

Concept book: A book focusing on a single idea or concept. Examples: a concept book of colors, size, shapes, time, machines, apples, etc.

Concrete poem: A poem written in the shape of the object/idea being described.

Contrast poem: A poem which contains two parts that show different aspects of the same subject. Example:

The Weather
The sun bright and yellow/ Shines in the sky.
Rain pours down/ From darkened clouds.

Diorama: A three-dimensional, artistic reproduction often constructed in a container of some sort: for example, a shoe box representing an animal habitat.

Dominoes: A matching game; players match game pieces by placing them end to end.

Fact/Myth book: A book with a fact written on one page and a corresponding myth (untruth) on the facing page.

Fingerplay: A short poem incorporating hand motions.

Flannelboard: A board, usually rectangular, covered on one side with flannel or similar material.

Flip book: A book consisting of several pages which, when flipped through quickly, shows a sequence of actions.

Go Fish: A card game involving collecting "books" of matching cards. Students shuffle and deal seven cards to each player; the remaining cards are placed in a pile in the center. Students in turn ask the next player to "Give me all your _____," trying to make a book consisting of three cards. If students have the requested card, they give it to the other player. If they do not, they say "Go Fish". The player who must "Go Fish" selects a card from the center pile. Play continues until the winning player goes out first or has the most books.

Haiku poem: A Japanese form that addresses the seasons. Contains three lines of five, seven, and five syllables, a total of 17 syllables.

Interlocking puzzles: Puzzles whose pieces connect; especially helpful in developing visual discrimination, sight word recognition, and number facts.

K-W-L chart: A strategy to determine prior knowledge about a topic (What I Know); interest in the subject (What I Want to Know); and knowledge following instruction (What I Learned). At the beginning of a unit, the teacher records what the students already know about the topic, then asks what they want to know. The partially completed chart hangs in the classroom; at the end of the unit, the teacher records what students have learned.

Language Experience: Students participate in some kind of experience, either as a group or individually, and discuss the experience; then the student(s) dictate a story related to the experience. After hearing the story, students can do a variety of literacy activities with it: matching words in the story, illustrating words they recognize from the story, matching phrases, and so on.

Learning Log: A journal where students explore information they are studying.

Observation journal: A journal in which students record observed data.

Pictograph: A graph that uses pictures to display data.

Pocket chart: A large chart made of cardboard or plastic, which contains sections for cards or sentence strips.

Rebus recipe: A recipe which uses pictures instead of words.

Rebus story: A story which uses both pictures and words.

Rebus web: A brainstorming technique using pictures to represent ideas.

Semantic web: A brainstorming technique that uses words to represent ideas.

Sentence frame: Partial sentence used to prompt student writing, e.g., I like bears because _____. When I see _____, I feel _____.

Sequence strips: Strips of paper containing portions of a story; individual strips can be combined into a sequence.

Shape books: Books in the form of the topic being written about; e.g., books in the shape of animals, insects, fruits, vegetables.

Shared Reading Time: A time during the school day when the teacher reads to the students; as students become fluent readers, they can read to each other.

Shoebox sorter: A classification container. Partition a shoebox into sections according to the number of categories desired. Make corresponding cards for the theme being studied that students can sort into the shoebox.

Simon Says: A game of following directions. Caller gives directions; some begin with "Simon Says"; others do not. Students perform only those actions beginning with "Simon Says"; if they follow the directions that don't begin with "Simon Says", they are out of the game. To keep them involved, let the "out" students help you catch others who follow the direction without "Simon Says."

Single character cut-out: A child-size picture of a character from a story. It shows the body, but the face is cut out. Students hold the character cut-out in front of their faces while they retell or dramatize the story.

Storyboard: A retelling technique that uses pictures only; students illustrate portions of the story, then arrange the portions sequentially.

Tangrams: A set of seven varying shapes (five triangles, one square, and one parallelogram) are used to make many different forms.

Theme box: A container for props, costumes, and equipment pertaining to a specific topic or theme; useful for stimulating dramatic play.

Think-Pair-Share: Teacher pairs students to think about a concept and share their ideas.

Transparency story: Acetates (overhead transparencies) and erasable marking pens help students retell a story. Teacher writes the text from the story on the acetates; students draw a picture to accompany the text; then they sequence the illustrated portions and show them to the class with the overhead projector. As students become more fluent, they can write the text for illustrations drawn by the teacher.

Venn diagram: A graphic organizer consisting of two intersecting circles; used for comparing similarities and differences.

Web: A balloon drawn on the chalkboard that contains words, phrases, or images to be discussed and related.

Word bank: A collection of words for students to read. Write words on index cards and keep them in small containers (banks).

Word Wall: A designated wall in the classroom, where words are posted that interest students. May relate to the theme being studied; useful to help students with spelling as they compose their own stories.

APPENDIX D

How to Make a Book

1. Select the type of book: traditional, modern, accordion, baggie, hinged cover, shape, or pop-up.

2. Include these essential components:
   - front cover
   - title page
   - dedication page (optional)
   - story/content
   - about the authors (optional)
   - back cover

3. Attach book pages. The simplest way to attach pages is by stapling; however, there are other alternatives. Office supply stores offer a wide range of fasteners; you may find yarn, ribbon, string, or shoe laces at sewing stores. Pages may be glued to a backing of construction paper, then stapled together and covered. Pages may also be folded and glued back-to-back or stitched down the center. If your school has a bookbinding machine, you may attach the pages using spiral binders.

4. Attach cover. Choose materials that are durable or can be laminated. Possibilities are: tag board, mat board, cardboard, construction paper, cloth, wrapping paper, wallpaper (usually available free from paint/wallpaper stores), and contact paper. A variety of tapes for binding are also available: cellophane, masking, cloth, duct, or colored vinyl.

5. Helpful hints
   - Allow a margin on the left side of the paper before children start writing the story.
   - Cut cover pieces slightly larger than the writing paper; 1/4- to 1/2-inch is usually a good idea.
   - Sometimes you may wish to give a pre-assembled book to students; or you may want to give them individual sheets of paper. The latter is a good idea for children just beginning the process, since you want them to succeed in their story-writing endeavor.
   - It is easier if there is a straight edge on the side to be bound.

For additional ideas on making books, these resources might be helpful:

Evans, Joy and Jo E. Moore., *Making Big Books with Children*
Evans, Joy, et al., *Making Seasonal Big Books with Children*

APPENDIX E

TEACHER RESOURCES

Bittinger, Gayle, ed. *1001 Teaching Props: Simple Props to Make for Working with Young Children*

Boardman, Eunice. *Dimensions of Musical Thinking*

Johnson, Judi, ed. *The Educational Software Preview Guide*

Carle, E. *Animals, Animals*

Scholastic Books. *Poetry Place Anthology*

Neill, Shirley and George. *Only the Best: The Annual Guide to the Highest-Rated Educational Software: Preschool-Grade 12*

Prelutsky, Jack. *The New Kid on the Block*

Schiller, Pam and Thomas Moore. *Where is Thumbkin?: Over 500 Activities to Use with Songs You Already Know*

Silverstein, Shel. *Where the Sidewalk Ends*

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